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ABSTRACT

The Toronto School Board runs a Leaving School Early (L.S.E.) program, which allows students under age 16 legally to leave school and get jobs. A group of 392 students registered in the program were surveyed by telephone in order to collect information about their characteristics and opinions. The data were to be used by administrators, trustees and other personnel in determining how well the program is meeting students' needs and in planning future programs and policies for this population. It was found that most L.S.E. students did not like some or all aspects of school. Many wanted to quit because of family or personal problems, or for financial reasons. About 40% were unemployed at the time of the interview, usually because there were "no jobs available." Of those who worked, most said they liked their jobs better than school. (Author/BP)

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THE 'LEAVING SCHOOL EARLY' STUDENTS: CHARACTERISTICS AND OPINIONS

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#154

Board of Education, City of Toronto
Research Department

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ABSTRACT

This study is about fourteen and fifteen-year-old students who are part of the Toronto School Board's Leaving School Early (L.S.E.) Program. This program which was set up according to Ontario Regulation 159/75 -- Early School Leaving, allows students under the age of sixteen to legally leave school and get a job.

The purpose of the study was to collect information about the characteristics and opinions of the L.S.E. students which could be used by administrators, trustees, governmental officials and other personnel in determining how well the program is meeting the needs of the students and which also could be used in future school program planning and future policy-making as related to these students or other students like them.

The information was collected by asking 392 students registered in the L.S.E. program to participate in a 45 minute structured telephone interview. In addition, a smaller sample of the L.S.E. students and a control group of regular Grade 9 students were asked to complete a self-concept inventory and a rating scale about important things in life.

Considerable evidence is presented in this report which indicates that the L.S.E. students do not like school, do not think that education is important, tend to dislike teachers and often tend to have little contact with various school personnel. The most frequently mentioned reason the students gave for wanting to leave school was that they "disliked and/or were bored with school." When asked to be more specific about what they disliked about school, many mentioned "teachers," "a particular course," or simply said "everything."

Many other students said they wanted to leave school because of family and personal problems or because of financial reasons. The information which was gathered about the students' families showed, among other things, that many of the students came from large families of low socio-economic status where the parents agreed with the student's desire to leave school.

About one-quarter of the students gave "a desire to work" as their reason for wanting to leave school. This study collected detailed data about the students' employment status, jobs and opinions about work. Some of the findings were:

-- Approximately 40% of the students were unemployed at the time they were interviewed and 14% had never had a job. Also, on the average, students had been unemployed 41% of the time after joining the L.S.E. program.

-- The most frequent reason the students gave for being unemployed was "no jobs available."

-- The most frequent reason the students gave for leaving their jobs was "laid off/shortage of work/ temporary employment/job ended/changed management/ closed down."

-- Only 9% of the students had participated in a pre-employment or life-skills course.

-- The students' responses to several questions about their jobs indicated that they liked their jobs and felt they had gained from their work experiences. Most said they liked their jobs better than school.

-- Approximately one-third of the interviewed L.S.E. students were born in Portugal and 62% of the sample was male. The report presents results for men, women, students born in Canada, and students not born in Canada on many variables.

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* A map of the school administrative areas of the Toronto Board of Education is shown in the Appendix on page 180.

TABLE OF CONTENTS

Page No.

CHAPTER I -- INTRODUCTION 1

- Historical Development of the L.S.E. Program 1
- Ontario Ministry of Education Philosophy 2
- Toronto Board of Education Policy 3
- Purpose of the Study 4
- Organization of the Report 6

CHAPTER II -- THE INTERVIEW 7

- The Interview Schedule 7
- Method of Data Collection 9
- The Sample 10
- Method of Data Analysis 12
- Findings 14
  - Student Characteristics 14
    - Summary 28
  - Circumstances Surrounding Leaving School 29
    - Summary 42
  - Feelings About School and School Work 43
    - Summary 61
  - Information About Jobs 63
    - Summary 70
  - Information About Unemployment 71
    - Summary 78
  - Feelings About Jobs and Working 78
    - Summary 89
  - Thoughts About the Future 91
    - Summary 96
  - Feelings About the L.S.E. Program 96
    - Summary 100
  - Other Interview Information 101
    - Summary 104

CHAPTER III -- THE RELATIVE WORTH STUDENTS ATTACH TO NINE THINGS OFTEN CONSIDERED IMPORTANT IN LIFE 106

- Instrument Development 106
- Method of Data Collection 108
  - Sample of L.S.E. Students 108
  - Control Students 108
- Method of Data Analysis 108
  - The Ranks 109
  - The Meanings 109
- Results 109
  - The Rankings 109
  - The Meanings 111
    - Summary 122

CHAPTER IV -- STUDENTS' SELF-CONCEPT 124

- The Instrument 124
- Method of Data Collection 125
  - L.S.E. Students 125
  - Control Students 126
- Method of Data Analysis 126
- Results 126
  - Summary 127

TABLE OF CONTENTS
(continued)

Page No.

CHAPTER V -- SCHOOL ATTENDANCE 128

Summary 129

CHAPTER VI -- SUMMARIES OF FIFTEEN RANDOMLY SELECTED INTERVIEWS 131

CHAPTER VII -- SUMMARY AND DISCUSSION 148

CHAPTER VIII -- REFERENCES 158

APPENDIX A -- LEAVING SCHOOL EARLY STUDENT QUESTIONNAIRE. 161

APPENDIX B -- STUDENT IDENTIFICATION FILE CARD 177

APPENDIX C -- FOLLOW-UP LETTER SENT TO L.S.E. STUDENTS WHO COULD NOT BE REACHED BY TELEPHONE WITH ATTACHED INTERVIEWERS' CARD 178

APPENDIX D -- MAP OF SCHOOL ADMINISTRATIVE AREAS 180

APPENDIX E -- TABLES A AND B SHOWING EMPLOYMENT INFORMATION AND AN ANALYSIS OF THE LENGTH OF TIME ON THE PROGRAM BY LENGTH OF TIME EMPLOYED OR UNEMPLOYED 182

APPENDIX F -- INSTRUMENT FOR RANKING NINE THINGS OFTEN CONSIDERED IMPORTANT IN LIFE 192

APPENDIX G -- IOX SELF-APPRAISAL INVENTORY 196

APPENDIX H -- DESCRIPTION OF LEVELS OF DIFFICULTY OF PROGRAMS OFFERED IN THE SECONDARY SCHOOLS IN THE BOARD OF EDUCATION FOR THE CITY OF TORONTO 202

CHAPTER I

INTRODUCTION

This study is about fourteen and fifteen year old Toronto students who have found that regular classroom studies no longer meet their needs and have joined a program which enables them to legally leave school under the age of sixteen and to look for and have a job.

The program, which allows these young people to work full-time, is the Toronto Board of Education's Leaving School Early (L.S.E.) Program set up according to Ontario Regulation 159/75 - Early School Leaving. In order to join this program, a student's parent or guardian must initiate the request and state in the application the reason the student should be excused from school. The applications for leaving school early are then considered by principals, area superintendents (see page 180), guidance counsellors, social workers and school board trustees. If a student is admitted to the program, he or she is assigned to a Leaving School Early (L.S.E.) advisor and remains on the school register.

Historical Development of the L.S.E. Program

Prior to 1968, boys could receive "work permits" and girls could receive "home permits" which allowed them to leave school at the age of fourteen for purposes of "gainful occupation or occupation in or about the home of his or her parent or guardian." In 1968, the Ontario Legislature removed these sections of the Schools Administration Act.

On November 26, 1970, The Board of Education for the City of Toronto requested the Minister to restore some form of work permit at age fourteen. The Minister wrote to the Toronto Board Chairman stating that he did not "feel that a return to the provisions that existed prior to

1968 is a satisfactory solution" and invited suggestions of alternative workable programs so that he might authorize suitable experimentation.

Through the years 1971, 1972 and 1973, various boards of education, through their attendance departments, experimented with variations of work experience programs that included up to full-time employment of pupils who were in their fifteenth year.

In 1972, an experiment designated the Work Study Project was initiated by the social work division of the Toronto Board's Student Services Department. For this project eligibility criteria were evolved; there was a contractual arrangement between pupil and parent on the one hand, and the school and social work department on the other; there was an on-going educational component of the program and continuing contact at stated intervals between the pupil and either a member of the school staff or the social worker. By the end of the 1974-75 school year, the project had been implemented in six areas and included 109 students.

In August 1974, the Ministry distributed the proposed regulation and guidelines for Early School Leaving. On September 19, 1974 the Toronto Board established a task force composed of members representing approximately eighteen constituencies to establish the Toronto Board's policies for early school leaving. The proposal of the task force was adopted as policy by the Board on April 17, 1975.

Ontario Ministry of Education Philosophy

The Early School Leaving program permits certain 14- and 15-year-olds to be excused from regular attendance at school under special circumstances and provided that the pupils follow a program prescribed by a committee to be set up by each school board. The program should not be construed as a general lowering of the school leaving age, but as a special alternative service for very special cases.

Ontario Regulation 159/75 states that the Board's Early School Leaving Committee,

> "shall be composed of such persons, not fewer than three, as may be appointed by a Board in each year, and a quorum of a Committee shall consist of a chairman, who shall be a member of the Board, a supervisory officer who qualified as such as a teacher and at least one other person..."

Any request for early school leaving must be initiated by a parent and not by a school board, "and the parent shall state in the application why he considers that the child should be so excused."

After interviewing the child and parent, and considering the written submissions of any interested persons, the Committee must determine whether the child,

> "shall attend school as required by Subsection 1 of Section 20 of the Act; attend school on a part-time basis in a program prescribed by the Committee; or be excused from attendance at school if he conforms to a program prescribed by the committee."

It is the responsibility of the Board's Early School Leaving Committee to monitor the progress of any pupil so excused. The school attendance counsellor and principal are required to report on excused pupils until they reach the age of 16.

> "The school attendance counsellor shall have the same powers and shall perform the same duties in respect of a pupil as in the case of a child who is not excused from attendance at school,"

the regulation states.

> "The pupil shall conform to the program as prescribed for him by the Committee....and is excused from attendance at school as determined by the Committee only so long as he does so."

If an excused student fails to follow the Committee's program, he falls under the compulsory attendance regulations.

Toronto Board of Education Policy

The Board's essential enlargements of Ministry philosophy within the Regulation were:

(1) The establishment of Area Committees (a map of the administrative areas is shown on page 180) each chaired by a local trustee selected by the trustees whose wards are geographically within the area.

(2) The designation of appropriate constituencies from which community representatives would be drawn for membership on the Committees.

(3) The designation of the District Senior Social Worker as Committee Secretary and co-ordinator of "case traffic flow" between schools, parents, Committee and advisors.

(4) The establishment of a central Co-ordinating Committee to organize and standardize system-wide aspects of the program. In December 1976, this was changed to a central Advisory Committee.

(5) The requirement of an annual report containing evaluative comments, trends, and experiential findings suggestive of refinements of the program in addition to the statistics required by the Ministry.

(6) The designation of the Chief Social Worker as Secretary of the Co-ordinating Committee (later the Advisory Committee).

(7) The stressing of the importance of the application process and inclusion in it of exploration of alternatives prior to forwarding the application to the Area Committees.

(8) The requirement of a signed agreement between the Area Committee and the student and his/her parents establishing the components of the alternative program and the monitoring processes.

(9) The requirement of social work involvement in the assessment with specification of its particulars and time-tabling of flow-points in the progress of the application from request to disposition by the Area Committee.

(10) The allocation of teaching staff as L.S.E. advisors on the basis of a 1:20 staff student ratio. The advisors were assigned to duties on an area basis and accountable to the Area Superintendent (the ratio later became 1:30).

(11) The specification of a variety of possibilities for alternative programs with the expectation that the advisors would aid in the implementation of these and other inventive and innovative alternatives to the regular school programs.

(12) The provision for the later appointment of a position(s) at Board level to effect liaison with employers and appropriate agencies in the youth employment field.

Purpose of the Study

The focus of this study is on the characteristics, opinions, feelings and experiences of the group of students participating in the Leaving School Early (L.S.E.) Program set up by The Board of Education for the City of Toronto under the guidelines of the Ministry's regulation which allows fourteen and fifteen year old students to leave school when they find that the regular school program is no longer suitable for them. Administrative personnel and trustees of the Toronto Board who are responsible for the Leaving School Early Program felt that a study of the characteristics, feelings, opinions and experiences of these students would provide valuable insights into the question of whether the L.S.E. program is one of the answers to the problems these students have.

A second purpose of this study is to determine whether subgroups of L.S.E. students exist with characteristics, opinions, feelings and experiences different from other subgroups.

Students who are not attending school because they are in the Leaving School Early Program have been used as a resource base to search for answers to the following five groups of questions:

1. What do these students like and dislike about the present school system? In what ways are present school programs and courses satisfactory and unsatisfactory? What changes would make school more interesting and helpful? Why did they leave school? What did other people say about their decision to leave school?
2. What have these students been doing since they joined the L.S.E. program? What kinds of jobs have they had? Have they been unemployed? What kinds of work would they be willing to do? What do they like and dislike about work? Has working made them feel more independent or mature? What changes has work brought about in their lives? What do they like and dislike about the other people at work?
3. What are the students' plans for the future? Do they expect to return to school and get more education? Do they plan to get instruction in other areas such as music and sports? What kind of work do they expect to be doing in the future?
4. What do the students think of the L.S.E. program? What do they think of the people running the program? How could it be a better program? Has the L.S.E. program caused any changes in their lives?
5. What are the students' characteristics such as sex, number of siblings, ethnicity, socio-economic status, self-concept, feelings about what is important in life, school attendance, involvement with the police and courts, etc.?

Organization of the Report

Data for the study were collected and analyzed in quite different ways for the several parts of the study. In addition, different parts of the study involved various subsets of the L.S.E. students and in some cases involved a control group of randomly selected regular grade nine students. For these reasons, the instrument development, data collection, data analysis and results for each part of the study are described separately and are presented as intact studies, each of which makes up a different chapter of the report.

Chapter II is a presentation of the information gathered as a result of interviewing 392 of the L.S.E. students. The information is also looked at in more detail according to students' sex and whether or not students were born in Canada.

Chapter III is a look at the relative worth L.S.E. students attach to nine things often considered important in life and is a comparison of their responses with the responses of a control group of randomly selected regular grade nine students.

Chapter IV is a comparison of the results of a self-concept inventory administered to a group of L.S.E. students with the results of the same inventory administered to a control group of randomly selected grade nine students.

Chapter V is an examination of the school attendance of L.S.E. students and compares their attendance with the school attendance of a control group of randomly selected regular grade nine students.

Chapter VI presents the summaries of fifteen randomly selected L.S.E. student interviews.

Chapter VII is an overall summary and discussion of the findings of the study.

CHAPTER II

THE INTERVIEW

The Interview Schedule

The interview schedule is shown in Appendix A. Part A of the schedule consists of questions related to school. Questions 1 to 12 were constructed to find out why students left school and what parents, teachers, social workers, guidance counsellors, principals and friends had to say about that decision. Questions 13 to 21 were designed to provide details related to the students' likes and dislikes about school in general, about the levels of instruction they had left and about the courses they had taken. Questions 21(a) and 22 attempt to deal with the relationship of school courses to getting a job and whether the students were able to take the courses they wanted while in school. The remainder of the questions in Part A were included to find out if there were any changes which the students felt could be made to make school more interesting or more helpful and whether they had attempted to communicate those feelings to anyone.

Part B of the interview schedule contains a series of questions on work and unemployment. Questions 30 and 31 were to provide a description of the students' work history since they joined the L.S.E. program. The students were asked how many jobs they had had, what those jobs were, how long they had held them, the hours and rate of pay of each job and the reasons they had for leaving each job. Two questions were asked about "overtime." Questions 34 to 38 were asked of those students who were unemployed at the time they were being interviewed. Information about why they were unemployed and how long they had been unemployed was collected in addition to information about the students' expectations of the kinds of jobs they wanted, the pay they expected and the time they would be willing to travel to work. The remainder of the questions in Part B were asked of all the students. Question 39 asked the students what kinds of work they would be willing to do -- eleven kinds of work were listed. The other questions were used to collect data on how the students felt about their jobs, their bosses and their co-workers and whether or not they felt their having jobs had caused any changes in their lives, particularly in terms of independence, maturity and preparation for the future.

The questions in Part C cover a variety of topics. The students were first asked to name what they felt was the most important thing in life and then to speculate whether their jobs or more education would facilitate the attainment of the thing they had named. Questions 57 to 62 were used to ask the students whether they expected to get more education and what kind of work they expected to be doing at age 20. Questions 63 and 64 were included to determine whether students felt that unemployment and/or welfare was preferable to working. Questions 79 to 83 were planned in order to provide a student evaluation of the L.S.E. program. The other questions in Part C provided information about the students' involvement with the police and juvenile court, about their contact with school friends, about other courses they might have taken (including pre-employment or life skills courses), about the size of their family and about other schools they had attended.

The last questions on the interview schedule - Part D - were modelled after the Toronto Board's Every Student Survey (Deosaran, Wright and Kane, 1976) and were used to collect data about the students' birthplace, mother tongue and socio-economic status.

Method of Data Collection

The first step was to obtain the names of the students who were in the Leaving School Early Program during some specific time period. The time period which was chosen was from September 1, 1976 to March 30, 1978. The names, telephone numbers and addresses of the students were obtained by having the Leaving School Early advisors complete a file card for each student (see Appendix B) and forward it to the Research Department. The advisors were also asked to indicate on the file cards the date the student was admitted to the L.S.E. program, the last school the student had attended, the administrative area* in which the student had been admitted to the program, and whether or not the student could be interviewed in the English language.

Four female interviewers were hired to conduct the evening telephone interviews which usually required thirty to forty-five minutes of the students' time. One interviewer spoke fluent Portuguese and conducted several interviews in that language . A small number of interviews were completed by the investigators and another Portuguese interpreter who was hired for a short period of time. Many of the students were very difficult to contact, some requiring up to a dozen telephone calls before they could be found at home and persuaded to participate in the study. Follow-up letters (see Appendix C) were mailed to students who could not be contacted by telephone. This strategy proved to be of little value in improving the response rate.

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* A map of the school administrative areas for the Toronto Board of Education is shown on page 180.

** There were not enough students in any other language group to justify hiring interpreters of other languages.

The Sample

The L.S.E. advisors identified 645 students who were registered in the L.S.E. program between September 1, 1976 and March 30, 1978. The distributions by sex, administrative area, type of school last attended, and age at entry to the L.S.E. program for these 645 students are given in Tables 1 to 4. There were more men than women in the program, the majority of students were from areas 2 and 5, and the largest percentage of students entered the program at age fifteen. There was no particular type of school the students had attended more frequently than other types of schools, although level 1, 2, 3 secondary, level 2, 3, 4 secondary and level 4, 5 secondary schools were each associated with more than 20% of the students.

TABLE 1

SEX OF L.S.E. STUDENTS

Sex	Number of Students	Percentage of Students	Adjusted Percentage (N = 636)
Male	386	59.8%	60.7%
Female	250	38.8%	39.3%
Unknown	9	1.4%	---
TOTAL	645	100%	100%

TABLE 2

DISTRIBUTION OF L.S.E. STUDENTS BY ADMINISTRATIVE AREA*

Area	Number of Students	Percentage of Students	Adjusted Percentage (N = 610)
1	50	7.8%	8.2%
2	224	34.7%	36.7%
3	88	13.6%	14.4%
4	65	10.1%	10.7%
5	167	25.9%	27.4%
6	16	2.5%	2.6%
Unknown	35	5.4%	---
TOTAL	645	100%	100%

---

* A map of the Board of Education for the City of Toronto administrative areas is shown on page 180.

TABLE 3

TYPES OF SCHOOLS L.S.E. STUDENTS HAD LAST ATTENDED*

Type of School	Number of Students	Percentage of Students	Adjusted Percentage (N = 635)
Elementary	43	6.6%	6.8%
Level 1,2,3 Secondary	152	23.6%	23.9%
Level 2,3 Secondary	80	12.4%	12.6%
Level 2,3,4 Secondary	163	25.2%	25.7%
Level 4,5 Secondary	138	21.4%	21.7%
Level 5 Secondary	4	.6%	.6%
Level 4,5,6 Secondary	55	8.5%	8.7%
Unknown	10	1.5%	---
TOTAL	645	100%	100%

* Secondary schools in Toronto offer a variety of programs at six different levels of difficulty. A description of these six levels is provided on page 202.

TABLE 4

AGES AT WHICH STUDENTS ENTERED THE L.S.E. PROGRAM

Age of Entry	Number of Students	Percentage of Students	Adjusted Percentage* (N = 479)
13	1	.2%	.2%
14	124	19.2%	25.9%
15	340	52.7%	71.0%
16	14	2.2%	2.9%
Unknown	166	25.7%	---
TOTAL	645	100%	100%

* These percentages were calculated using the 479 cases for which data were available.

Of the 645 students identified, 46 had left the program upon reaching age 16 or returning to school. This left 599 students eligible for an interview -- 392 or 65% of these were interviewed. The remaining students were not interviewed for a variety of reasons -- a breakdown of these reasons is provided in Table 5.

TABLE 5

NUMBER OF STUDENTS INTERVIEWED
AND NOT INTERVIEWED

Interviewed or Not Interviewed	Number of Students	Percentage of Students
Interviewed	392	65.4%
Refused interview	13	2.2%
Moved/no interview	7	1.2%
Language problem/no interview	10	1.7%
Unable to arrange time for interview	50	8.3%
Unreachable by phone or letter	125	20.9%
Incomplete interview	2	0.3%
TOTAL	599	100%

Method of Data Analysis

The open-ended questions were hand coded by four female coders after the investigators had designed a code book based on the first fifty interviews completed. Courses were coded according to codes used in the school system. For many questions, the coders expanded the number of categories as necessitated by new response patterns encountered in later interviews.

The occupations of the students' parents or household heads were categorized according to a simplified version of the Blishen Scale (1967) for socio-economic status. This scale ranks over 300 occupations drawn from the 1961 Canadian Census by education, income and prestige. As was done in the Every Student Survey (Deosaran, Wright & Kane, 1976), the Blishen socio-economic categories were collapsed to eight categories for presentation in this report and another seven categories were also used to accommodate responses and occupational titles not included in the Blishen Scale.

Approximately 60% of the interviews were coded by two coders. Inter-coder reliability coefficients were calculated on a sample of fifty interviews coded by both of these people. Inter-coder reliability coefficients were not calculated for all four coders due to the expense of having interviews coded more than once. Garrett's (1972) modification of the Scott reliability coefficient was used to find inter-coder reliability coefficients for fifty open-ended questions. This modified coefficient is unaffected by correlated records. The resulting coefficients ranged from a low of .52 to a high of .96. The average of the inter-coder reliability coefficients over the fifty open-ended questions was .85 -- a sufficiently high value to assure that confidence can be placed in the reliability of the coding for 60% of the interviews.

Frequency counts, in most cases converted to percentages and presented in tables, have been used to present the results of the student interviews. For many questions, the number of categories used to code the students' answers have been collapsed, for the purposes of reporting, to only those answers that are most frequent or to categories which are broader than the original categories. In some instances, cross tabulations have been used to look at the data from two or more questions in more detail.

For several questions, the responses have been broken down by sex and whether or not the students were born in Canada. χ^2 one-sample tests with df = k-1 (where k = # categories) were used to test whether observed frequencies for a subgroup of students differed from expected frequencies derived from the entire sample of students who were interviewed or for whom data were available. The null hypotheses for these tests were that the characteristics of the subgroup of students (men, women, students born in Canada, and students not born in Canada) did not differ significantly from the characteristics of all the students interviewed; that is, observed characteristics were compared with theoretically expected characteristics. For all significance tests, the significance criteria was a chance probability less than .05.

Findings

Student Characteristics

In this section is a description of the sample of 392 L.S.E. students interviewed. This information provides a background to the interpretation of information presented in subsequent sections.

The distributions of the sample of students by sex, administrative area, type of school last attended and age at entry to the L.S.E. program were compared statistically with the distributions of the 645 L.S.E. students identified by the advisors. These statistical comparisons were made to determine whether the interviewed students were representative of all the students identified for these four characteristics. Tables 6, 7, 8 and 9 provide the four distributions for the sample of 392 interviewed students.

Chi-square tests were used to compare observed frequencies for the interviewed students with expected frequencies derived from the sample of students identified by the L.S.E. advisors. For each of the four characteristics (sex, area, type of school last attended, and age at entry to the program) there was no significant difference between the distribution of the interviewed students and the distribution of the students identified by the advisors. Thus, the students who were interviewed were statistically representative (on these four variables) of the 645 students originally identified.

TABLE 6

L.S.E. STUDENTS INTERVIEWED - DISTRIBUTION BY SEX

Sex	Number of Students	Percentage of Students	Adjusted Percentage (N = 388)
Male	241	61.5%	62.1%
Female	147	37.5%	37.9%
Unknown	4	1.0%	---
TOTAL	392	100%	100%

TABLE 7

L.S.E. STUDENTS INTERVIEWED - DISTRIBUTION BY ADMINISTRATIVE AREA*

Area	Number of Students	Percentage of Students	Adjusted Percentage (N = 367)
1	30	7.7%	8.2%
2	132	33.7%	36.0%
3	56	14.3%	15.3%
4	40	10.2%	10.9%
5	101	25.8%	27.5%
6	8	2.0%	2.2%
Unknown	25	6.4%	---
TOTAL	392	100%	100%

* A map of the Board of Education for the City of Toronto administrative areas is shown in Appendix D.

TABLE 8

L.S.E. STUDENTS INTERVIEWED - DISTRIBUTION BY TYPE OF SCHOOL LAST ATTENDED*

Type of School	Number of Students	Percentage of Students	Adjusted Percentage (N = 388)
Elementary	22	5.6%	5.7%
Level 1, 2, 3 Secondary	93	23.7%	24.0%
Level 2, 3 Secondary	48	12.2%	12.4%
Level 2, 3, 4 Secondary	93	23.7%	24.0%
Level 4, 5 Secondary	97	24.7%	25.0%
Level 5 Secondary	2	.5%	.5%
Level 4, 5, 6 Secondary	33	8.4%	8.5%
Unknown	4	1.0%	---
TOTAL	392	100%	100%

* Secondary schools in Toronto offer a variety of programs at six different levels of difficulty. A description of these six levels is provided on page 202.

TABLE 9

L.S.E. STUDENTS INTERVIEWED - DISTRIBUTION BY AGE AT ENTRY TO THE L.S.E. PROGRAM

Age at Entry	Number of Students	Percentage of Students	Adjusted Percentage (N = 289)
13	1	.3%	.3%
14	79	20.2%	27.3%
15	204	52.0%	70.6%
16	5	1.3%	1.7%
Unknown	103	26.3%	---
TOTAL	392	100%	100%

There were more men than women in the program, the majority of students were from administrative areas 2 and 5, and the largest percentage of students entered the program at age fifteen. There was no particular type of school the students had left more frequently than other types of schools, although Level 1, 2, 3 secondary, Level 2, 3, 4 secondary and Level 4, 5 secondary schools were each associated with more than 20% of the students.

The 392 students had been registered in the L.S.E. program for varying lengths of time when they were interviewed for this study. The following is a rough breakdown of the numbers of students interviewed after various numbers of weeks in the program - a more detailed breakdown is provided in Table A of Appendix E:

1 week	55 students
2 to 4 weeks	51 students
5 to 15 weeks	38 students
16 to 23 weeks	68 students
24 to 33 weeks	64 students
34 to 52 weeks	54 students
53 to 104 weeks	53 students
unknown	9 students

The students were asked what grade they were in when they entered the L.S.E. program. If they reported an elementary grade, they were asked what kind of class they had been in and if they reported a secondary grade, they were asked what level they had been studying at. The data are provided in Tables 10, 11 and 12.

The majority of the students (70.3%) reported during the interview that they were in grade nine when they entered the L.S.E. program, while 17.5% reported elementary grades and 12.4% reported grades ten and twelve. Of the students who were in the elementary grades, 65.4% had been enrolled in regular classes and 32.7% had been enrolled in special education and New Canadian classes. Of those who reported secondary grades, approximately 77% had been studying at Levels 3 and 4.

TABLE 10

GRADES IN WHICH STUDENTS WERE ENROLLED WHEN THEY ENTERED THE L.S.E. PROGRAM

Grade	Number of Students	Percentage of Students	Adjusted Percentage (N = 390)
3	1	.3%	.3%
6	1	.3%	.3%
7	14	3.6%	3.6%
8	52	13.3%	13.3%
9	274	69.9%	70.3%
10	47	11.9%	12.1%
12	1	.3%	.3%
Unknown	2	.5%	---
TOTAL	392	100%	100%

TABLE 11

TYPES OF CLASSES FOR STUDENTS WHO LEFT ELEMENTARY GRADES

Type of Class	Number of Students	Percentage of Students	Adjusted Percentage (N = 55)
Regular	36	52.9%	65.4%
Special Education	10	14.7%	18.2%
New Canadian	8	11.9%	14.5%
Home Instruction	1	1.5%	1.8%
Unknown	13	19.1%	---
TOTAL	68	100%	100%

TABLE 12

LEVELS OF STUDY FOR STUDENTS WHO LEFT SECONDARY GRADES

Levels of Study	Number of Students	Percentage of Students	Adjusted Percentage (N = 273)
1	4	1.2%	1.5%
2	23	7.0%	8.4%
3	113	34.9%	41.4%
4	98	30.2%	35.9%
5	35	10.8%	12.8%
Unknown	51	15.7%	---
TOTAL	324	100%	100%

The students were also asked how many schools they had attended since starting school, how many schools they had attended outside Metropolitan Toronto, and whether or not they had ever attended the Roman Catholic Separate School System. The data are summarized in Tables 13, 14 and 15.

Approximately 20% of the students had attended more than five schools during their school career; approximately 68% had attended three, four or five schools; and 11% had attended one or two schools. These data were broken down by sex and whether or not the students were born in Canada. Students not born in Canada differed statistically in the number of schools they had attended from the number of schools all students interviewed had attended. Approximately 17% of the students not born in Canada had attended one or two schools; 75% had attended three, four or five schools; and 7% had attended over five schools.

Approximately 32% of the L.S.E. students had attended schools outside Metropolitan Toronto. There were no differences by sex or whether or not students were born in Canada for this variable.

TABLE 13

NUMBER OF SCHOOLS STUDENTS HAD ATTENDED SINCE STARTING SCHOOL

Number of Schools	Number of Students	Percentage of Students
1	7	1.8%
2	36	9.2%
3	130	33.2%
4	79	20.2%
5	58	14.8%
6	31	7.9%
7	15	3.8%
8	15	3.8%
9 to 15	16	4.1%
over 20	4	1.0%
Unknown	1	.3%
TOTAL	392	100%

TABLE 14

NUMBER OF SCHOOLS OUTSIDE METRO TORONTO STUDENTS HAD ATTENDED SINCE STARTING SCHOOL

Number of Schools	Number of Students	Percentage of Students
0	264	67.3%
1	80	20.4%
2	22	5.6%
3	5	1.3%
4	9	2.3%
5	3	.8%
6 to 10	7	1.8%
over 10	1	.3%
Unknown	1	.3%
TOTAL	392	100%

Of the 392 L.S.E. students, 39.4% had attended schools in the Roman Catholic Separate School System. Statistical differences were found according to whether students were or were not born in Canada. Students not born in Canada were statistically more likely to have attended the Roman Catholic Separate School System (55% answered "yes") while students born in Canada were statistically less likely to have attended the Roman Catholic Separate School System (29% answered "yes") than all the students interviewed. No differences were found by sex in whether or not the students had attended the Roman Catholic Separate School System.

TABLE 15

NUMBER OF STUDENTS WHO HAD ATTENDED THE ROMAN CATHOLIC SEPARATE SCHOOL SYSTEM

Attended the Roman Catholic Separate School System	Number of Students	Percentage of Students	Adjusted Percentage (N = 378)
Yes	149	38.0%	39.4%
No	229	58.4%	60.6%
Unknown	14	3.6%	-
TOTAL	392	100%	100%

A large proportion of the students (32.4%) were born in Portugal, 9.5% were born in other countries outside Canada, and 58.0% were born in Canada (see Table 16). When compared with the statistics of the 1975 Every Student Survey* (Deosaran, Wright and Kane, 1976), it was found that Canadian-born students who are in the L.S.E. program are under-represented (70.1% of those in the Every Student Survey were Canadian-born) and that students born in Portugal are greatly over-represented (5.9% were born in Portugal in the Every Student Survey).

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* This report gives the place of birth for Toronto elementary and secondary school students for the school year 1974-75.

Looking only at the population of students not born in Canada, 77.4% of the L.S.E. population compared with 19.5% of the Every Student Survey population were born in Portugal.

TABLE 16

STUDENTS' PLACE OF BIRTH

Place of Birth	Number of Students	Percentage of Students	Adjusted Percentage (N = 379)
Ontario	204	52.0%	53.8%
Other Provinces	16	4.1%	4.2%
Portugal	123	31.4%	32.4%
Italy	18	4.6%	4.7%
Greece	6	1.5%	1.6%
Other Countries	12	3.2%	3.2%
Unknown	13	3.4%	---
TOTAL	392	100%	100%

Students were also asked whether they learned to speak English first, another language first, or whether they learned to speak English and another language at the same time. The results are shown in Table 17; 50.6% learned to speak English first, 32.4% learned to speak Portuguese first, 10.9% learned to speak other languages first, and 6.3% learned to speak English and another language at the same time. In the 1975 Every Student Survey, 53.9% of the students learned to speak English first, while 7.9% learned to speak Portuguese either first or at the same time as English. The L.S.E. student population is not comparable with the population of students attending school in the City of Toronto. It contains an over representation of those whose first language was Portuguese.

TABLE 17

STUDENTS' MOTHER TONGUE(S)

Mother Tongue(s)	Number of Students	Percentage of Students	Adjusted Percentage (N = 352)
English	178	45.4%	50.6%
Portuguese	114	29.1%	32.4%
Italian	22	5.6%	6.3%
Greek	6	1.5%	1.7%
Macedonian	3	.8%	.9%
Other Languages	7	1.8%	2.0%
English + Portuguese	11	2.8%	3.1%
English + Italian	5	1.3%	1.4%
English + French	3	.8%	.9%
English + Other Languages	3	.8%	.9%
Unknown	7	1.8%	---
Refused to Answer	33	8.4%	---
TOTAL	392	100%	100%

Approximately 67% of the students lived with both parents (Table 18) and nearly 25% lived with their mother.

TABLE 18

PARENT(S) WITH WHOM STUDENT LIVED

Parent(s)	Number of Students	Percentage of Students	Adjusted Percentage (N = 379)
Both	255	65.1%	67.3%
Only Mother	93	23.7%	24.5%
Only Father	14	3.6%	3.7%
Neither	17	4.3%	4.5%
Unknown	13	3.3%	---
TOTAL	392	100%	100%

Table 19 gives the socio-economic status of the household heads for the students. A large proportion (57.4%) fell into the lowest socio-economic category (#2). In the 1975 Every Student Survey (Deosaran, Wright, & Kane, 1976), 44.1% fell into this category. Another 23.1% of the sample of students fell into five unranked socio-economic categories (nos. 10, 11, 12, 13 and 14), while 10.6% fell into these categories in the Every Student Survey. Thus, a large proportion (80.5%) fell into either the lowest or the unranked socio-economic categories (nos. 2, 10, 11, 12, 13 and 14). In the Every Student Survey, 54.7% fell into these categories.

The students not only tended to come from families with low socio-economic status but they also tended to come from large families. Table 20 gives a distribution of the students by number of children in the family. The average number of children (calculated on 390 cases) was 4.9. These figures were calculated by adding the number of older siblings to the number of younger siblings and adding one for each case. The average number of children in the family for students born in Canada was 4.7 (calculated on 226 cases) while the average number of children for students not born in Canada was 5.1 (calculated on 161 cases).

TABLE 19

SOCIO-ECONOMIC STATUS OF HEADS OF HOUSEHOLDS

Category Number	Blishen's Category	Category Description	Number of Students	Adjusted Percentage (N = 352)
1		No information or unknown	40	---
2	25 to 31.99	Labourers, truck drivers, porters	202	57.4%
3	32 to 34.99	Bartenders, sheet metal workers, repair men	7	2.0%
4	35 to 38.99	Sales clerks, jewellers, stationary engineers, machinists	11	3.1%
5	39 to 42.99	Pressmen, printing workers, electricians, members of the armed forces, clerical occupations	17	4.8%
6	43 to 49.99	Actors, tool and diemakers, medical and dental technicians, embalmers, real estate salesmen	15	4.3%
7	50 to 54.99	Musicians, stenographers, athletes	12	3.4%
8	55 to 65.99	Clergymen, various owners and managers, insurance salesmen, librarians	3	.9%
9	66 to 76.99	Teachers, professional engineers, physicians, computer programmers, air plane pilots	4	1.1%
10		Pensioner, retired, workman's compensation, disabled or ill	21	6.0%
11		Welfare, mother's allowance	4	1.1%
12		Adult training or re-training	1	.3%
13		Unemployed	34	9.7%
14		Mother only, housewife	21	6.0%
15		Respondent on his/her own	-	---
16		Group home head (e.g., social workers, etc.)	-	---
TOTAL			392	100%

TABLE 20

NUMBER OF CHILDREN IN FAMILY

Number of Children in Family	Number of Students	Percentage of Students
1	16	4.1%
2	30	7.7%
3	73	18.6%
4	84	21.4%
5	61	15.6%
6	47	12.0%
7	28	7.1%
8	16	4.1%
9	12	3.1%
10	10	2.6%
11	2	0.5%
12	5	1.3%
13	4	1.0%
14	1	.3%
Unknown	3	.8%
TOTAL	392	100%

Preliminary discussion about the L.S.E. student population suggested that some indication of the number of times these students had had problems with the police or had appeared in juvenile court would be useful in better understanding this population. Tables 21 and 22 show the responses to these questions which were asked of students on an optional basis. The definition of "problems with the police" was left strictly to the respondent.

Approximately 27% reported that they had had problems with the police once or twice and 25% said that they had had problems more than twice. There were no differences by sex on this variable but there were differences by whether or not the students were born in Canada. Students born in Canada were significantly more likely than all the L.S.E. students to have had problems with the police -- 30% had had problems once or twice and 35% had had problems more than twice. Students not born in Canada were significantly less likely than all the L.S.E. students to have had problems with the police -- 23% had had problems once or twice and 10% had had problems more than twice.

TABLE 21

NUMBER OF TIMES STUDENTS REPORTED HAVING PROBLEMS WITH THE POLICE

Number of Times	Number of Students	Percentage of Students	Adjusted Percentage (N = 385)
0	182	46.4%	47.3%
1	47	12.0%	12.2%
2	58	14.8%	15.1%
3	23	5.9%	6.0%
4	20	5.1%	5.2%
5	15	3.8%	3.9%
6 - 10	25	6.4%	6.5%
11 - 40	10	2.6%	2.6%
Over 40	5	1.3%	1.3%
Refused to answer	7	1.8%	---
TOTAL	392	100%	100%

Approximately 19% of the students reported that they had been in juvenile court once or twice and 13% said more than twice. There were no differences by sex on this variable but there were differences by whether or not the students were born in Canada. Students born in Canada were significantly more likely than all the L.S.E. students to have been in juvenile court -- 23% had been in once or twice and 18% had been in more than twice. Students not born in Canada were significantly less likely than all the L.S.E. students to have been in juvenile court -- 15% had been in once or twice and 4% had been in more than twice.

TABLE 22

NUMBER OF TIMES STUDENTS REPORTED HAVING BEEN IN JUVENILE COURT

Number of Times	Number of Students	Percentage of Students	Adjusted Percentage (N = 386)
0	262	66.8%	67.9%
1	54	13.8%	14.0%
2	21	5.4%	5.4%
3	14	3.6%	3.6%
4	5	1.3%	1.3%
5	4	1.0%	1.0%
6 - 10	16	4.1%	4.1%
11 - 40	9	2.3%	2.3%
Over 40	1	.3%	.3%
Refused to answer	6	1.5%	---
TOTAL	392	100%	100%

Summary. The following observations have been selected from the data described in this section:

- -- 62%* of the L.S.E. sample interviewed were male
- -- 63% had been attending schools in areas 2 and 5
- -- 71% had entered the L.S.E. program at age 15
- -- 70% of the secondary school students had been in grade nine
- -- 65% of the elementary school students had been in a regular class
- -- 77% of the secondary school students had been studying at Levels 3 or 4 (levels of study are defined on page 202)
- -- 67% had attended schools only in Metropolitan Toronto
- -- 53% had attended 3 or 4 schools since starting school
- -- 61% had not attended the Separate School System
- -- 67% were living with both parents
- -- 77% of those not born in Canada were born in Portugal
- -- 81% were rated at a low socio-economic level
- -- 53% reported they had had problems with the police
- -- 32% reported they had been in juvenile court
- -- the average number of children in their families was 4.9.

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* These are the adjusted percentages which have been calculated on the numbers of students for whom data were available. The percentages have been rounded off.

The L.S.E. students who were not born in Canada had been involved with the police fewer times and had been in juvenile court fewer times than all the L.S.E. students interviewed. They had also attended fewer schools since starting school and were more likely to have attended the Separate School System.

The L.S.E. students who were born in Canada had been involved with the police more times and had been in juvenile court more often than all those interviewed. They were also less likely to have attended the Separate School System.

Circumstances Surrounding Leaving School

This section examines the particulars accompanying the students' decisions to leave school and join the L.S.E. program. It provides not only a look at the students' reasons for leaving school, but also a look at what other people may have said about that decision.

When asked whether they really wanted to leave school, 334 or 85.2% said "yes," 57 said "no" and 1 gave no response.

Nearly every student, regardless of whether he or she wanted to leave school, provided a reason for leaving school; some students provided two or three reasons (see Table 23). The most frequently mentioned reason was "dislike of or boredom with school" -- 207 or 53% of the students gave it as a first, second or third reason. The next two most frequently mentioned reasons were "financial (related to family or personal circumstances)" and "the desire to work" -- 21% mentioned the former and 25% mentioned the latter as a first, second or third reason.

The reasons for leaving school which were provided by the subgroup of students (57) who said they did not want to leave school were also examined -- a breakdown of the reasons (first reasons only) is provided in Table 24. Statistical tests[*] showed that those students who did not want to leave school were significantly less likely to say they "disliked school or were bored with school" than the entire sample of L.S.E. students (comparisons were made between first reasons only).

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[*] χ^2 one-sample tests with df = 1 were used with 2x2 tables formed by collapsing the categories to test for significant differences.

The reasons for leaving school were also broken down by students' sex and place of birth and tested for significantly different distributions. No differences were found in the distribution of reasons for leaving school by sex -- the distributions of reasons given by each sex were compared to the entire sample of L.S.E. students. However, the distributions of reasons given by whether or not the students were born in Canada did differ significantly. The distribution of reasons given for students not born in Canada is shown in Table 25. Students not born in Canada were significantly more likely to give "financial (personal or family)" and significantly less likely to give "playing off/couldn't hack it/sleeping in" as reasons for leaving school than the entire sample of L.S.E. students. The distribution of reasons given for students born in Canada is shown in Table 26. Students born in Canada were significantly less likely to give "financial (personal or family)" as a reason for leaving school than the entire sample of L.S.E. students. For all these tests, comparisons were made between first reasons only.

TABLE 23

FIRST, SECOND AND THIRD REASONS STUDENTS GAVE FOR LEAVING SCHOOL (N = 392)

Reason	First Reason		Second Reason		Third Reason	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Disliked school/bored with school	139	35.4%	58	14.8%	10	2.6%
Financial (family or personal)	60	15.3%	15	3.8%	7	1.8%
Desire to work	58	14.8%	29	7.4%	10	2.6%
Playing off/couldn't hack it/sleeping in	38	9.7%	20	5.1%	--	--
Wasn't doing well/not learning	22	5.6%	20	5.1%	--	--
Problems/troubles (family or personal)	16	4.1%	13	3.3%	6	1.6%
Disliked teachers/teachers wouldn't help	14	3.6%	17	4.4%	6	1.6%
Sickness/death	9	2.3%	6	1.5%	--	--
Desired course not offered	5	1.3%	--	--	--	--
Disliked people at school	--	--	10	2.6%	5	1.3%
Parental demand	--	--	6	1.5%	--	--
Couldn't speak English	--	--	4	1.0%	--	--
Miscellaneous	30	7.6%	33	8.4%	27	6.9%
No response	1	0.3%	161	41.1%	321	81.8%
TOTAL	392	100%	392	100%	392	100%

TABLE 24

FIRST REASON FOR LEAVING SCHOOL GIVEN
BY STUDENTS WHO DID NOT WANT TO LEAVE SCHOOL
(N = 57)

Reason	Percentage as First Reason
Financial (family or personal)	21.1%
Desire to work	17.5%
Playing off/couldn't hack it/sleeping in	10.5%
Problems/troubles (personal, family)	10.5%
Disliked school/bored with school	8.8%
Wasn't doing well/not learning	5.3%
Disliked teachers/teachers wouldn't help	5.3%
Sickness/death	5.3%
Desired course not offered	1.8%
Miscellaneous	14.0%
TOTAL	100%

TABLE 25

FIRST REASON FOR LEAVING SCHOOL GIVEN BY STUDENTS NOT BORN IN CANADA
(N = 156)

Reason	Percentage as First Reason
Disliked school/bored with school	32.7%
Financial (personal or family)	28.8%
Desire to work	14.1%
Wasn't doing well/not learning	5.1%
Playing off/couldn't hack it/sleeping in	4.5%
Sickness/death	3.8%
Disliked teachers/teachers wouldn't help	1.9%
Problems (personal, family)	1.3%
Desired course not offered	0.6%
Miscellaneous	7.1%
TOTAL	100%

TABLE 26

FIRST REASON FOR LEAVING SCHOOL GIVEN BY STUDENTS BORN IN CANADA
(N = 221)

Reason	Percentage as First Reason
Disliked school/bored with school	37.1%
Desire to work	15.8%
Playing off/couldn't hack it/sleeping in	12.7%
Problems (personal, family)	6.3%
Wasn't doing well/not learning	5.9%
Financial (personal or family)	5.4%
Disliked teachers/teachers wouldn't help	5.0%
Desired course not offered	1.8%
Sickness/death	1.4%
Miscellaneous	8.6%
TOTAL	

When the students were asked whether leaving school was their own idea, 357 or 91.1% said "yes," 34 or 8.7% answered "no" and 1 gave no response. If the students answered "no," they were asked to name the person who had the idea and why, and, if the students answered "yes," they were asked to name the person who agreed with the idea and why. Table 27 shows the results for those who answered "yes" (data were available for 344 cases) and Table 28 shows the results for those who answered "no" (data were available for 34 cases). The reasons have been provided only for the persons mentioned most frequently by the students.

It is seen from looking at Table 28 that parents, mother or father most often suggested that the student leave school when the student did not want to leave and they most frequently wanted the student to leave in order to help. A few other students (6) said they were kicked out of school by the school principal.

TABLE 27

PERSONS WHO AGREED WITH STUDENTS' DECISION TO LEAVE SCHOOL AND WHY (N = 344)

Person Who Agreed with Idea & Why		Number of Students	Percentage of Students
No one		119	34.6%
Mother		93	27.0%
- General support of child's desire to leave	39		
- Believes student should make up his own mind	16		
- To help	11		
- To avoid trouble	9		
- Doesn't value education	2		
- Miscellaneous	15		
- No reason	1		
Parents/Family		87	25.3%
- Believe student should make up his own mind	26		
- To help	15		
- General support	15		
- Believe in work	7		
- Don't value education	4		
- To avoid trouble	1		
- Miscellaneous	10		
- No reason	9		
Father		23	6.7%
- General support of student's decision	13		
- To help	3		
- Believes student should make up his own mind	1		
- Believes in work	1		
- Miscellaneous	2		
- No reason	3		
Friends		4	1.2%
Probation Officer		3	0.9%
Guidance Counsellor		3	0.9%
Principal		3	0.9%
Everybody		3	0.9%
L.S.E. Advisor		2	0.6%
Husband		1	0.3%
Social Worker		1	0.3%
Don't know		1	0.3%
Other		1	0.3%
TOTAL		344	100%

TABLE 28

PERSONS WHO ORIGINATED THE IDEA THAT THE STUDENT LEAVE SCHOOL AND WHY (N = 34 STUDENTS WHO DID NOT WANT TO LEAVE)

Originator of idea and why		Number of Students	Percentage of Students
Parents/family			
- to help	6	9	26.5%
- don't value education	2		
- miscellaneous	1		
Principal			
- got kicked out	6	7	20.6%
- miscellaneous	1		
Mother			
- to help	3	5	14.7%
- general support of child's desire to leave	1		
- to avoid trouble	1		
Father			
- to help		3	8.8%
Social worker		2	5.9%
Teacher		2	5.9%
Guidance Counsellor		1	2.9%
L.S.E. Advisor		1	2.9%
Everybody		1	2.9%
Other		3	8.8%
TOTAL		34	100%

Social workers (or Children's Aid Society workers) tended to suggest the L.S.E. program to the students more often than any other group of people -- about one-fifth of the students reported hearing about the program through these people. In addition, 15.6% of the students said they heard about the program from a principal or vice-principal, 15.1% from a guidance counsellor, and 13.0% from other school or Board personnel. Very few of the students had heard about the program through friends or family. The percentages are set forth in Table 29.

TABLE 29

THE PERSONS WHO SUGGESTED THE L.S.E. PROGRAM TO THE STUDENTS

Person	Number of Students	Percentage of Students
Social Worker/Children's Aid Worker	81	20.7%
Principal/Vice-Principal	61	15.6%
Guidance Counsellor	59	15.1%
Other School or Board Personnel	51	13.0%
Friend(s)	27	6.9%
L.S.E. Advisor	16	4.1%
Mother/Father	9	2.3%
Probation Officer	9	2.3%
Prospective Employer	2	.5%
Nobody	18	4.6%
Other	19	4.8%
Unknown	40	10.2%
TOTAL	392	100%

The students were asked to recall what their parents, teachers, social workers, guidance counsellors, principals or vice-principals and friends said about their leaving school. The responses of these six groups of people were grouped in broader categories of agreement, disagreement, etc. where possible and are presented in Tables 30 to 35.

The majority of the students (about 58%) reported that their parent(s) either "agreed" or "disagreed-then agreed" with the student leaving school. While many of the parents agreed only under certain conditions, the rate of final agreement (58%) was still much higher than the rate of disagreement (about 24%).

Only 12% of the students felt that their teacher(s) had encouraged them to remain in school. A large proportion of the students

(56%) did not talk with the teachers about their decision to leave school and about 21% reported that their teachers were fairly neutral or didn't care.

The most frequent response of the social workers, guidance counsellors and principals or vice-principals was one of agreement -- in some instances advising the student to join the L.S.E. program. Considerably fewer of the students reported that someone of these three groups of people had encouraged them to return to regular school or had suggested an alternative form of schooling (e.g., part-time school). It is noteworthy that the percentage of students who could not say what the responses of these people were is rather high (34% for social workers, 45% for guidance counsellors and 38% for principals or vice-principals), indicating a lack of communication with these people about their decision to leave school.

Of these six groups of people, the students' friends was the only group who tended to disagree more than agree with the student's decision to leave school -- 31% of the students said that their friends disagreed, while 22.4% said that their friends agreed.

TABLE 30

STUDENT REPORTS OF WHAT THE PARENTS SAID ABOUT THE STUDENTS LEAVING SCHOOL

Comment		Number of Students	Percentage of Students
Agreed	74	170	43.4%
Agreed, if job	48		
Agreed, if part-time school	5		
Agreed, holding student responsible	43		
Disagreed	54	92	23.5%
Disagreed, but student determined	22		
Disagreed, with advice on consequences	10		
Disagreed, holding student responsible	6		
Disagreed, then agreed	34	56	14.3%
Disagreed, then agreed if job	18		
Disagreed, then agreed because of L.S.E. program	4		
Didn't care	4	28	7.1%
Couldn't push student	24		
Said nothing		40	10.2%
Unknown/no answer/no contact with parent(s)		6	1.5%
TOTAL		392	100%

TABLE 31

STUDENT REPORTS OF WHAT THE TEACHERS SAID ABOUT THE STUDENTS LEAVING SCHOOL

Comment		Number of Students	Percentage of Students
Didn't talk to them	179	219	55.9%
Rarely saw teacher(s)	19		
Didn't tell them I was leaving	21		
Nothing/not much	70	81	20.7%
Didn't care	11		
Advised to stay	26	48	12.2%
Said it was a mistake	18		
Said student was too young	4		
Advised to go		10	2.6%
Said "Good Luck"		8	2.0%
Other responses		13	3.3%
Can't remember/don't know		10	2.6%
Unknown/no answer/no contact with parent(s)		3	.8%
TOTAL		392	100%

TABLE 32

STUDENT REPORTS OF
WHAT THE SOCIAL WORKERS SAID ABOUT THE STUDENTS LEAVING SCHOOL

Comment		Number of Students	Percentage of Students
Advised to join L.S.E. program	54	110	28.1%
Said student better off working	26		
Agreed "it was the best"	18		
Helped student find job	11		
Gave student a work permit	1		
Suggested return to regular school	28	63	16.1%
Suggested night school	8		
Suggested part-time school	8		
Warned of consequences	8		
Said student was too young	7		
Suggested school transfer	4		
Asked for reasons	21	39	9.9%
Held student responsible	12		
Asked if student sure	6		
Said nothing		21	5.4%
Other responses		25	6.4%
Can't remember/don't know		33	8.4%
Unknown/no answer/ no contact with social worker		101	25.8%
TOTAL		392	100%

TABLE 33

STUDENT REPORTS OF WHAT THE GUIDANCE COUNSELLORS SAID ABOUT THE STUDENTS LEAVING SCHOOL

Comment		Number of Students	Percentage of Students
Advised to join L.S.E. program or contact social worker	55	93	23.7%
Agreed	19		
Suggested student find job	8		
Helped student find job	7		
Advised to quit	4		
Suggested return to regular school	26	54	13.8%
Suggested night school	10		
Disagreed	9		
Suggested part-time school	4		
Warned of consequences	3		
Advised to "wait and see"	2		
Asked for reasons	13	26	6.6%
Held student responsible	9		
Asked if student was sure	4		
Said nothing		24	6.1%
Said "Good Luck"		3	.8%
Other responses		14	3.6%
Can't remember/don't know		29	7.4%
Unknown/no answer/no contact with guidance counsellor		149	38.0%
TOTAL		392	100%

TABLE 34

STUDENT REPORTS OF WHAT THE PRINCIPALS OR VICE-PRINCIPALS SAID ABOUT THE STUDENTS LEAVING SCHOOL

Comment		Number of Students	Percentage of Students
Suggested L.S.E. program	39	96	24.5%
Agreed	32		
Advised to quit school	19		
Referred to social worker	6		
Disagreed	20	58	14.8%
Suggested return to school	13		
Warned of consequences	9		
Suggested night school	7		
Upset	5		
Suggested part-time school	2		
Suggested school transfer	2		
Asked for reasons	14	28	7.1%
Held student responsible	10		
Wanted to talk to parents	4		
Said nothing		38	9.7%
Gave help		6	1.5%
Other responses		17	4.3%
Can't remember/don't know		13	3.3%
Unknown/no answer/no contact with principal or vice-principal		136	34.7%
TOTAL		392	100%

TABLE 35

STUDENT REPORTS OF WHAT FRIENDS SAID ABOUT THE STUDENTS LEAVING SCHOOL

Comment		Number of Students	Percentage of Students
Said student was stupid/crazy	46	122	31.1%
Disagreed	34		
Suggested return to school	33		
Warned of consequences	4		
Mad because student left	4		
Suggested part-time school	1		
Agreed	42	88	22.4%
Friends have quit too	34		
Said student was lucky	11		
Helped student get job	1		
Nothing/not much		110	28.1%
Asked for reasons		13	13.3%
Held student responsible		6	1.5%
Said "Good Luck"		1	.3%
Other responses		8	2.0%
Can't remember/don't know		4	1.0%
Unknown/no answer/no contact with friend(s)		40	10.2%
TOTAL		392	100%

Summary. A large proportion (85%) of the L.S.E. students said they really wanted to leave school. The reasons they most frequently gave were (in order of frequency):

- disliked school/bored with school
- desire to work
- financial (family or personal).

Three subsets of the sample gave a pattern of reasons which differed significantly from the entire sample:

(1) students who did not want to leave school were less likely to say they "disliked or were bored with school";

(2) students who were not born in Canada were more likely to say the reason was "financial" and less likely to say they were "playing off/couldn't hack it/sleeping in";

(3) students born in Canada were less likely to say the reason was "financial."

Approximately 91% said that leaving school was their own idea (of these, 35% said no one agreed). For the others, the people who most often agreed were parents, mother or father saying that the student had a right to make up his own mind, saying they would like them to help or just generally supporting the student's desire to leave. For the small number of students who were encouraged to leave school by someone else, the students most often named parents, mother or father as the person(s) who suggested the idea and the reason was usually that they wanted the student to help.

The students reported that the L.S.E. program was suggested to them by (1) social workers, (2) principal or vice-principals, (3) guidance counsellors, and (4) other school and board personnel in order of frequency of mention.

Students were asked to describe more specifically what their parents, teachers, guidance counsellors, social workers, principals or vice-principals and friends said about their leaving school. Of these six groups, the students' friends was the only group which was more likely to disagree than agree with the students' decision to leave school. Many of the students had no contact with or did not talk to their teachers, guidance counsellors, social workers, principals or vice-principals about their desire or decision to leave school.

Feelings About School and School Work

The students were asked a series of questions about school and school work. The questions focused on the students' likes and dislikes with respect to their level of study, courses, and school in general. They were asked to name courses which had helped them or would help them get jobs and courses which they would have liked to have studied but were not offered at their school. They were also asked to speculate about the changes which might have made school more interesting or helpful and to state whether they had ever tried to do anything about those feelings. This section summarizes the L.S.E. students' responses to these questions.

There were 289 (73.7%) students who replied that there was something they liked about school and 302 (77.0%) who said that there was something they disliked about school. The majority were able to describe their likes and dislikes. The frequencies of first and second likes and dislikes described by the students are shown in Tables 36 and 37.

TABLE 36

THINGS STUDENTS LIKED ABOUT SCHOOL: FIRST AND SECOND RESPONSES
(N = 289)

Likes	First Like		Second Like	
	No.	Per Cent	No.	Per Cent
A particular course	140	48.4%	45	15.6%
Everything	30	10.4%	--	--
All teachers/some teachers/ a particular teacher	24	8.3%	19	6.6%
Friends/students	22	7.6%	9	3.1%
Sports	20	6.9%	10	3.5%
People	20	6.6%	--	--
Learning/work	8	2.8%	3	1.0%
Preferred place to be	4	1.4%	1	0.3%
Extra curricular activities	1	0.3%	1	0.3%
Miscellaneous	18	6.2%	6	2.1%
No response	3	1.0%	195	67.5%
TOTAL	289	100%	289	100%

TABLE 37

THINGS STUDENTS DISLIKED ABOUT SCHOOL: FIRST AND SECOND RESPONSES
(N = 302)

Dislikes	First Like		Second Like	
	No.	Per Cent	No.	Per Cent
A particular course	61	20.1%	7	2.3%
All teachers/some teachers/ a particular teacher	51	16.9%	17	5.6%
Everything	50	16.6%	2	0.7%
Teacher behaviour, teaching, discipline methods, lack of attention	35	11.6%	14	4.6%
School rules	17	5.6%	13	4.3%
Social conditions	13	4.3%	11	3.6%
All subjects	9	3.0%	1	.3%
A particular school	8	2.6%	3	1.0%
Arrangement of time periods	5	1.6%	4	1.3%
Physical feature of school	3	1.0%	1	.3%
Miscellaneous	44	14.6%	15	5.0%
No response	6	2.0%	214	71.0%
TOTAL	302	100%	302	100%

Table 36 shows that students were much more likely to say they liked a particular course than any other thing -- 48.4% listed a course as their first response and 15.6% listed a course as their second response. As the table indicates, there was no other one thing which the students mentioned they liked with a high degree of frequency. Table 37 illustrates that students most frequently described a dislike associated with a teacher or several teachers -- they either mentioned that they disliked all teachers, some teachers or a particular teacher and provided no details or they talked about characteristics of a teacher or teachers they disliked (28.5% of the students mentioned teachers in their first response and 10.2% of the students mentioned teachers in their second response). There were also fairly strong tendencies for students to say they disliked a particular course or to say they disliked everything about school.

When the responses to these two questions were broken down by whether or not the students were born in Canada, it was found that the responses of the two subgroups of students did not statistically differ from responses of the entire sample of L.S.E. students.

When the students who had left high school were asked why they had gone into a particular level of study,* we received responses from 115 students who said they had been studying at Levels 1, 2 and 3 and 119 students who said they had been studying at Levels 4 and 5.** The responses for those in Levels 1, 2 and 3 are shown in Table 38 and the responses for those in Levels 4 and 5 are shown in Table 39. For both groups, the most common response was that they had been placed at a certain level by others or that others had suggested the level of study to them -- 46% at Levels 1, 2 and 3 and 27% at Levels 4 and 5 gave this response. Another common response for both groups was to say "It was my speed" -- 18% at Levels 1, 2 and 3 and 19% at Levels 4 and 5 gave this response. The third most frequently mentioned reason was different for the two groups -- the students in Levels 1, 2 and 3 said they were in those levels because of poor grade 8 performance while the students in Levels 4 and 5 said they were in those levels because they had wanted a particular subject or job. The remaining reasons given by both groups received mention less frequently.

A breakdown of the responses according to whether or not the students were born in Canada showed that there were no statistical differences between the distributions of responses given by the two subgroups of students and those given by the entire sample of L.S.E. students.

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* A validity check showed that 6% of the students said they were studying at a level of study which was not offered at the school they had left when they joined the L.S.E. program.

** 324 students had left high school, 273 were able to name the level of study and 234 gave reasons for being in a particular level of study.

TABLE 38

REASONS STUDENTS GAVE FOR GOING INTO LEVELS 1, 2 AND 3
(N = 115)

Reason	Number of Students	Percentage of Students
Placed there by others	53	46.1%
Poor grade 8 performance	23	20.0%
It was my speed	21	18.3%
Wanted a particular subject or trade	4	3.5%
Wanted a particular school	4	3.5%
Dropped from a higher level	2	1.7%
Wanted to finish quickly	2	1.7%
Miscellaneous	6	5.2%
TOTAL	115	100%

TABLE 39

REASONS STUDENTS GAVE FOR GOING INTO LEVELS 4 AND 5
(N = 119)

Reason	Number of Students	Percentage of Students
Placed there or suggested by others	32	26.9%
It was my speed	23	19.3%
Wanted a particular subject or job	21	17.6%
A higher level too hard	10	8.4%
Grade 8 success	8	6.7%
Wanted a particular school	7	5.9%
Wanted to finish quickly	7	5.9%
Wanted university	3	2.5%
Miscellaneous	8	6.7%
TOTAL	119	100%

Many of the students also described what they liked and disliked about the level at which they had been studying. The responses were divided according to whether the students had been studying at levels 1, 2 and 3 or at levels 4 and 5 (Tables 40 and 41). The number of students is different for each analysis. Students at levels 1, 2 and 3 were more likely to say that there was "nothing" they liked about their level of study or that "it was easy." Students at levels 4 and 5 had a wide variety of things they liked about their level of study. The most frequently mentioned "likes" were: (1) it was my speed, (2) there was a good selection of courses or the options were good, (3) it was easy, and (4) it was hard or a challenge.

TABLE 40

WHAT STUDENTS LIKED ABOUT THEIR LEVELS OF STUDY

Likes	Percentage of Students at Levels 1, 2 & 3 (N = 122)	Percentage of Students at Levels 4 & 5 (N = 119)
Nothing	32.8%	12.6%
It was easy	18.9%	11.8%
It was my speed	4.9%	17.6%
Good selection of courses/ options good	9.0%	16.8%
It was hard/a challenge	2.4%	11.8%
It was okay	6.6%	5.0%
Everything	6.6%	1.7%
Didn't want grade 13 (for those in level 4)	-	3.4%
Wanted grade 13 (for those in level 5)	-	2.5%
Friends at that level	2.5%	2.5%
Miscellaneous	8.1%	10.9%
No comment/wasn't there long enough	8.2%	3.4%
TOTAL	100%	100%

Students at Levels 4 and 5 most frequently said that there was "nothing" they disliked about their level as did the students at Levels 1, 2 and 3. The most frequent dislikes that students at Levels 4 and 5 mentioned about their level were: (1) work too hard, (2) a particular course and (3) everything/just didn't like it. The most frequent dislikes that students at Levels 1, 2 and 3 mentioned about their levels were: (1) everything/just didn't like it, (2) a particular course, and (3) teacher(s)/teacher(s) attitudes, methods of teaching, treatment.

TABLE 41

WHAT STUDENTS DISLIKED ABOUT THEIR LEVELS OF STUDY

Dislikes	Percentage of Students at Levels 1, 2 & 3 (N = 118)	Percentage of Students at Levels 4 & 5 (N = 122)
Nothing	33.1%	45.9%
Everything/just didn't like it	15.2%	8.2%
Work too hard	4.2%	12.3%
A particular course	10.2%	9.0%
Teacher(s)/teacher(s) attitudes, methods of teaching, treatment	10.1%	4.1%
Work too easy	7.6%	4.1%
Can't go to college (for those at level 4)	-	2.4%
Some students	1.7%	1.6%
Rotary system	1.7%	-
Classes too big	0.8%	1.6%
Miscellaneous	7.5%	4.9%
No comment/wasn't there long enough	7.6%	5.7%
TOTAL	100%	100%

The interviewers asked the 392 L.S.E. students which courses they liked most and why -- 359 students listed one or more courses, 260 listed two or more, 181 listed three or more, 82 listed four or more, 31 listed five or more, and 7 students listed six courses, for a total of 920 mentions of various courses. The nine most liked courses were (in order of frequency of mention) mathematics, English, physical education, typing, history, science, art, shop work and geography (see Table 42).

TABLE 42

COURSES STUDENTS LIKED

Course	Number of Students Who Mentioned Course	Percentage of All* Students (N = 392)
Mathematics	133	33.9%
English	98	25.0%
Physical Education	92	23.5%
Typing	61	15.6%
History	58	14.8%
Science	56	14.3%
Art	56	14.3%
Shop Work	37	9.4%
Geography	35	8.9%
Music	18	4.6%
Auto Mechanics	18	4.6%
Auto Body	15	3.8%
Reading	14	3.6%
French	13	3.4%
Welding	12	3.1%
Wood Work	12	3.1%
Electricity	11	2.8%
Drafting	10	2.6%
Hairdressing	10	2.6%
Other courses (each mentioned by fewer than 10 students)	161	41.1%
TOTAL NUMBER OF MENTIONS OF COURSES	920	

* This column of percentages does not add to 100% because students were allowed to mention up to six courses.

Table 43 provides a breakdown of the reasons the students gave for liking these nine courses. The two reasons they most frequently gave were (1) I liked and enjoyed it, and (2) I was interested in it.

TABLE 43

REASONS STUDENTS GAVE FOR LIKING THE NINE MOST LIKED COURSES*

Course	Reason	Frequency of Reason
Mathematics	I liked and enjoyed it	34
	I was good at it/I knew it	28
	I was interested in it	19
	I liked the teacher	9
	It was easy	6
English	I was interested in it	24
	I liked and enjoyed it	15
	I liked the teacher	12
	I was good at it/I knew it	8
	It was a good learning experience	8
	It was a challenge	8
Physical Education	I liked and enjoyed it	43
	I was interested in it	9
	I could move and goof around	9
	I was good at it/I knew it	5
Typing	I liked and enjoyed it	23
	I was interested in it	10
History	I was interested in it	21
	I liked and enjoyed it	9
	I liked the teacher	8
	I was good at it/I knew it	5
Science	I liked and enjoyed it	15
	I was interested in it	11
Art	I liked and enjoyed it	19
	I was interested in it	11
	I was good at it/I knew it	9
Shop Work	I was interested in it	12
	I liked and enjoyed it	12
Geography	I was interested in it	6
	I liked the teacher	5

* Only those reasons which were given by five or more students have been included in this table.

The students were next asked which courses they disliked most and why -- 324 students listed one or more courses, 228 students listed two or more, and 101 students listed three courses for a total of 650 mentions of various courses. The seven most disliked courses were mathematics, English, science, history, geography, physical education and typing (see Table 44). It is interesting to note that these seven courses were among the first nine in the list of most liked courses discussed in the previous paragraph. Table 45 provides a breakdown of the reasons the students gave for disliking these seven courses. The two reasons they most frequently gave were (1) I didn't like the teacher, and (2) I just didn't like it.

TABLE 44

COURSES STUDENTS DISLIKED

Course	Number of Students Who Mentioned Course	Percentage of All Students (N = 392)*
Mathematics	121	30.9%
English	76	19.4%
Science	73	18.6%
History	71	18.1%
Geography	62	15.8%
Physical Education	46	11.7%
Typing	25	6.4%
Spelling	18	4.6%
French	14	3.6%
Music	11	2.8%
Art	11	2.8%
Reading	11	2.8%
Other courses (each mentioned by fewer than 10 students)	111	28.3%
TOTAL NUMBER OF MENTIONS OF COURSES	650	

* This column of percentages does not add to 100% because students were allowed to mentioned up to three courses.

TABLE 45

REASONS STUDENTS GAVE FOR DISLIKING THE SEVEN MOST DISLIKED COURSES*

Course	Reason	Frequency of Reason
Mathematics	I didn't like the teacher	25
	It was too hard	22
	I wasn't good at it	19
	I just didn't like it	17
	I couldn't understand it	11
	It was boring	5
English	I just didn't like it	13
	I didn't like the teacher	11
	I wasn't good at it	9
	It was too hard	9
	I wasn't interested in it	7
	It was boring	7
Science	I didn't like the teacher	14
	I couldn't understand it	9
	It was boring	7
	I just didn't like it	7
	It was too hard	6
History	It was boring	11
	I didn't like the teacher	9
	I didn't need it	8
	I wasn't interested in it	8
	I just didn't like it	8
	I wasn't good at it	6
Geography	I just didn't like it	10
	I couldn't understand it	8
	I wasn't interested in it	7
	I wasn't good at it	6
	It was too hard	6
	I didn't like the teacher	5
Physical Education	I just didn't like it	11
	I didn't like the teacher	7
	It was forced on me	5
Typing	I just didn't like it	8
	I didn't like the teacher	5

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* Only those reasons which were given by five or more students have been included in this table.

Students were next asked to name courses which had helped or would help them to get jobs. The responses are shown in Table 46. The majority of the students, 224 or 57%, did not name a course and the courses which were named were each suggested by fewer than 15% of the students; 168 students named one or more courses, 73 named two or more courses, and 25 named three courses, for a total of 266 mentions of various courses. The eight most frequently named courses were mathematics, English, typing, reading, wood work, auto mechanics, shop work and machine technology. The students were also asked why they thought the courses were useful for getting jobs -- the most frequent response was that the material is used directly at work (see Table 47).

TABLE 46

COURSES WHICH STUDENTS THOUGHT HAD HELPED OR WOULD HELP THEM TO GET JOBS

Course	Number of Students Who Mentioned Course	Percentage of All* Students (N = 392)
Mathematics	57	14.5%
English	44	11.2%
Typing	31	7.9%
Reading	10	2.6%
Wood Work	9	2.3%
Auto Mechanics	9	2.3%
Shop Work	7	1.8%
Machine Technology	7	1.8%
Other courses (each mentioned by fewer than 7 students)	92	23.5%
TOTAL NUMBER OF MENTIONS OF COURSES	266	

* This column of percentages does not add to 100% because students could mention up to three courses and because some students mentioned no course.

TABLE 47

REASONS STUDENTS GAVE FOR COURSES HELPING THEM TO FIND JOBS*

Course	Reason	Frequency of Reason
Mathematics	- numbers are a necessity	22
	- material used directly at work	15
	- helps to know how to do things	7
English	- vocabulary is useful	19
Typing	- material used directly at work	24
Reading	- vocabulary is useful	5
Wood Work	- material used directly at work	5
Auto Mechanics	- material used directly at work	7
Shop Work	- material used directly at work	(3)
Machine Technology	- material used directly at work	5

* Only those reasons (with one exception) which were given by five or more students have been included in this table.

Approximately one-third of the students (133 or 34%) said there were one or more courses they would have liked to have studied which were not offered at their school, 27 students named two or more courses, and 6 students named three courses. The responses are shown in Table 48. There were no courses mentioned by more than 4% of the students. The most frequently mentioned courses were hairdressing, machine technology, typing, auto mechanics and auto body.

TABLE 48

COURSES WHICH STUDENTS WOULD HAVE LIKED TO STUDY BUT WHICH WERE NOT OFFERED AT THEIR SCHOOL

Course	Number of Students Who Mentioned Course	Percentage of All* Students (N = 392)
Hairdressing	15	3.8%
Machine Technology	12	3.1%
Typing	12	3.1%
Auto Mechanics	11	2.8%
Auto Body	10	2.6%
Music	6	1.5%
Home Economics	5	1.3%
Wood Work	5	1.3%
Carpentry	4	1.0%
Shop Work	4	1.0%
Plumbing	4	1.0%
Electricity	4	1.0%
Photography	4	1.0%
Geography	4	1.0%
Art	4	1.0%
Other courses (each mentioned by fewer than 4 students)	62	15.8%
TOTAL NUMBER OF MENTIONS OF COURSES	166	

* This column of percentages does not add up to 100% because students could mention up to three courses and because some students mentioned no course.

The students were asked if there were any changes which would have made school more interesting or more helpful to them. Approximately 15 per cent answered "nothing" in response to both questions and roughly another third of the students said they didn't know or couldn't remember in response to both questions (Tables 49 and 50). The two things students most frequently mentioned which would have made school more interesting were

(1) more freedom in the selection of courses, particularly in the selection of more difficult courses, and (2) different teachers with better personalities who were not lazy or snappy. The thing students most frequently mentioned which would have made school more helpful was different teachers who were more helpful and understanding (six students suggested teacher assistants). There were 91 students who told someone about the changes they felt should be made (see Table 51) -- they most frequently told friends or teachers. The results of them telling someone about their feelings are shown in Table 52. There is little indication of positive results from telling someone.

Another 164 students said they did not tell anyone about the changes they felt should be made in school. The reasons they gave for not doing so are shown in Table 53. Many of the students felt there was little use in such communication while several others either waited for someone to approach them or were afraid to go forward with their ideas.

TABLE 49

CHANGES STUDENTS FELT WOULD HAVE MADE SCHOOL MORE INTERESTING

Change		Number of Students Who Mentioned Change	Percentage of All* Students (N = 392)
More freedom in selection of courses (particularly difficult courses)		72	18.4%
Different teachers (better personality, not lazy, not snappy)		48	12.2%
Few rules/less discipline	15	26	6.6%
Longer, better breaks	9		
Smoking	2		
Less homework/no homework/ no exams	9	16	4.1%
More involvement/less paper work	7		
Better matching of students to levels	6	11	2.8%
Freedom to change levels	5		
Co-education	6	15	3.8%
Expel toughies	5		
Friends at same level	4		
More facilities	6	13	3.3%
Abolish rotary system	4		
Smaller class sizes	3		
Nothing would help		56	14.3%
Don't know/can't remember		117	29.8%
Didn't understand question		41	10.5%

* This column of percentages does not add to 100% because some students suggested more than one change.

TABLE 50

CHANGES STUDENTS FELT WOULD HAVE MADE SCHOOL MORE HELPFUL

Change	Number of Students Who Mentioned Change		Percentage of All* Students (N = 392)
Different teachers (more helpful, more understanding)	71	77	19.6%
Teacher assistants	6		
Practical, essential work	12	28	7.1%
Subjects that reflect working world	8		
Student-directed course work	8		
More freedom in course selection	18	23	5.9%
More subjects to choose from	5		
Special English classes for New Canadians	8	12	3.1%
Teach you to read and write	4		
Larger blocks of time in shop	7	17	4.3%
Smaller class sizes	6		
Longer periods with breaks in between	4		
Nothing	49	61	15.6%
Just don't like it	12		
Miscellaneous		43	11.0%
Don't know/don't remember		143	36.5%
No Answer		12	3.1%
Didn't understand question		6	1.5%

* This column of percentages does not add to 100% because some students suggested more than one change.

TABLE 51

THOSE PEOPLE THE STUDENTS TOLD ABOUT THE CHANGES THEY FELT SHOULD BE MADE IN SCHOOL

Person	Number of Students
Friend(s)	20
Teacher(s)	17
Parent(s)	12
Social Worker	12
Guidance Counsellor	11
Principal/Vice-Principal	8
L.S.E. Advisor	4
Others	7
TOTAL	91

TABLE 52

THE RESULTS OF STUDENTS TELLING SOMEONE ABOUT THE CHANGES THEY FELT SHOULD BE MADE IN SCHOOL

Result	Number of Students
Student ignored/nothing happened/student told changes are difficult	45
Person felt the same way	13
Student helped to leave school	6
Student told to speak to someone else	2
Night school suggested to student	2
Student told to wait until Grade 10	2
Miscellaneous	17
No answer	4
TOTAL	91

TABLE 53

REASONS STUDENTS GAVE FOR NOT TELLING ANYONE ABOUT THE CHANGES THEY FELT COULD BE MADE IN SCHOOL

Reason	Number of Students
No one would respond/they wouldn't help one person/what's the use/no one would be interested/they can't do anything/didn't get a chance	60
No one asked me	35
Afraid/didn't know anybody	8
Nothing to talk about	8
It wasn't that important	6
They must have known	4
Couldn't speak English well enough	4
Miscellaneous	17
No response	22
TOTAL	164

Summary. When the L.S.E. students were asked what they liked about school in general, they most frequently mentioned a particular course and when asked what they disliked about school in general, they either talked about teachers or named a particular course. Many also said they disliked everything about school.

When asked what changes would have made school either more interesting or more helpful, nearly 50% of the students either said "nothing" or said they didn't know or couldn't remember. However, those who did supply a suggestion for change again talked mostly of teachers and courses, suggesting that the teachers should be different (in a variety of ways) or suggesting that there should be more freedom in the selection of courses (particularly the more difficult courses). The students tended not to suggest changes to anyone because they either felt there was little hope in doing so or they had the expectation that someone should approach them. Those students who did tell someone about the changes they felt should be made received almost no satisfaction.

Many students (at Levels 1, 2, 3, 4 and 5) felt they were at a particular level of study because they had been placed there by others or because it had been suggested by others. Several others felt they were there because the level was "their speed." In addition, some Level 1, 2 and 3 students felt they were there because of poor grade 8 performance and some Level 4 and 5 students felt they were there because they wanted a particular course or job. About one-fifth of the students said they liked studying at Levels 1, 2 and 3 because the work was easy and about one-eighth of the students said they disliked studying at Levels 4 and 5 because the work was hard. Students gave a variety of reasons for disliking Levels 1, 2 and 3 and for liking Levels 4 and 5.

The most frequently named courses which students said they liked and disliked were mostly the same courses with mathematics and English topping both lists. When asked why they liked a course, they often said "I liked it," "I enjoyed it," or "I was interested in it." When asked why they disliked a course they often said "I didn't like the teacher," or "I just didn't like it."

Students most often named mathematics and English as the course which had helped or would help them to get a job, but 57% of the students named no course. When asked why a course was helpful in getting a job, they were likely to say "the material is used directly at work."

Approximately one-third of the students said there was a course they would have liked to have studied which was not offered at their school -- the courses most frequently mentioned were hairdressing, machine technology, typing, auto mechanics and auto body.

Information About Jobs

The L.S.E. students had held an average of 1.6* jobs since they had joined the L.S.E. program. The percentages of students who had held various numbers of jobs are shown in Table 54. There were 59 students (or 15.0%) who had not had a job, 181 (or 46.2%) who had had one job, 81 (or 20.7%) who had had two jobs and 71 (or 18.2%) who had had more than two jobs at the time of the interview.

The students were asked to describe each job they had had since they had joined the L.S.E. program by telling (1) the kind of job, (2) how many weeks they had had the job, (3) how many hours a week they had worked, (4) the hourly rate of pay before deductions, and (5) the reason for leaving the job if they no longer had it. The weekly rate of pay before deductions, calculated as the product of (3) and (4), was considered a more stable indicator of income than the hourly rate of pay.

The 333 students who reported having had one or more jobs described a total of 613 jobs.

Table 55 is a listing of the last** jobs (for some students, the only job) the L.S.E. students had had. They had had employment at a wide variety of low paying jobs.

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* This average must be interpreted with caution since the students were interviewed at various points in time after joining the L.S.E. program. As Tables A and B in Appendix E show, some students were interviewed after one week and some students were interviewed after two years. A few students named jobs which they had left at the time they joined the L.S.E. program.

** For the remainder of this section, "last job," means the job the student had at the time of the interview or the last job he had held.

TABLE 54

NUMBER OF JOBS STUDENTS HAD HAD SINCE JOINING THE L.S.E. PROGRAM (N = 392)*

Number of Jobs	Number of Students	Percentage of Students
0	59	15.0%
1	181	46.2%
2	81	20.7%
3	42	10.7%
4	17	4.3%
5	6	1.5%
6	3	0.8%
7	1	0.3%
8	1	0.3%
9	1	0.3%
TOTAL	392	100%

* This table must be interpreted with caution since the students were interviewed at various points in time after joining the L.S.E. program (i.e. some were interviewed after one week and some after two years).

Approximately three-quarters (73.7%) of the jobs which the students had had and left had been held for 12 or fewer weeks, while 67.3% of the last jobs the students had, had been held for 12 or fewer weeks. Of the 558 jobs for which data were available, 70.3% had been held for 12 or fewer weeks. Table 56 shows a more detailed breakdown of the number of weeks the students had held their jobs.

The number of last jobs held for 12 or fewer weeks was calculated for men, women, students born in Canada and students not born in Canada. Students not born in Canada had held statistically fewer last jobs for 12 or less weeks (58.9% of the jobs) than all last jobs all students had held and for which data were available. No other statistically significant differences were found.

TABLE 55

LAST JOB HELD BY STUDENTS (N = 392)

Job	Number of Students	Job	Number of Students
Factory (unspecified)	45	Auto wrecker	1
Cleaning	21	Beauty salon	1
Busboy/girl	11	Factory (wood)	1
Shipping/receiving clerk	10	Bicycle mechanic	1
Factory (shoe)	9	Bindery	1
Sales	8	Bricklayer	1
Babysitting	8	Car washer	1
Cashier	8	Cleaning	1
Waiter/waitress	8	Cabinet maker	1
Construction	7	Chef's assistant	1
Inventory	7	Coffee shop	1
Printing shop	6	Cinema	1
Truck driver	6	Delivery (hand bills)	1
Carpentry	5	Engine repair	1
Delivery	5	Electroplater	1
Janitor	5	Exhibition	1
Restaurant worker	5	Floor man	1
Warehouse	5	Fences	1
Factory (clothing)	5	Gardening	1
Cook (short order)	4	Garage	1
Farm work	4	Haltwalker (race track)	1
Packer	4	Landscaping	1
Harvey's/MacDonald's/Pizza Parlour	4	Mailroom	1
Snack bar attendent	4	Mother's helper	1
Volunteer, non-paying jobs	4	Manager's assistant	1
Dishwasher	3	Maid	1
Mail handler	3	Mechanic	1
Machinist	3	Mover	1
Roofer	3	Day care worker	1
Store clerk	3	Nurse's aid	1
Factory (souvenir)	3	Printer (silk screen)	1
Factory (foam rubber)	2	Pin chaser (bowling alley)	1
Auto body	2	Post office worker	1
Butcher/butcher's helper	2	Race track	1
Clerical	2	Scrapping	1
Catering Business	2	Secretary	1
Dry cleaning	2	Strapper	1
Electrician's helper	2	Sewing	1
Florist shop	2	Tavern worker	1
Gas station	2	Telephone solicitor	1
Handyman (odd jobs)	2	Upholstery	1
Insulation	2	Welding	1
Kitchen helper	2	Window cleaning	1
Labourer (general)	2		
Launderer/laundromat	2	Other	20
Maintenance	2		
Receptionist	2	Never had a job	59
Repairman	2		
Sheet metal worker	2		
Mushroom farm	2	TOTAL	392
Sales clerk	2		
Painter	2		
Accounts	1		
Asphalt work	1		

TABLE 56

NUMBER OF WEEKS STUDENTS HAD JOBS
(N = 613 JOBS)*

Number of Weeks Job Held **	Number of Last Jobs		Number of All Jobs	
	Number	Per Cent	Number	Per Cent
1	43	67.3%	68	70.3%
2	26		63	
3	27		46	
4	36		60	
5 to 8	48		100	
9 to 12	24		55	
13 to 16	18	32.7%	29	29.7%
17 to 26	32		56	
27 to 40	24		40	
41 to 52	10		24	
53 to 90	15		17	
TOTAL	303	100%	558	100%

* Data were not available for 55 jobs.

** The number of weeks a student had held a job before joining the L.S.E. program is also included.

Just over one-quarter (27.3%) of the jobs which the students had had and left had over a 40 hour work week, while 26.8% of the last jobs the students had, had over a 40 hour work week. Of the 570 jobs for which data were available, 27.0% had over a 40 hour work week, 45.1% had a 40 hour work week, and 27.9% had less than a 40 hour work week. Additional details are provided in Table 57.

The number of last jobs with more than a 40 hour work week was calculated for men, women, students born in Canada and students not born in Canada. Students born in Canada had held statistically fewer last jobs with over a 40 hour week (16.9% of the jobs) and students not born in Canada had held statistically more last jobs with over a 40 hour week (38.3% of the jobs) than all last jobs all students had held and for which data were available. There were no differences by sex.

TABLE 57

NUMBER OF HOURS PER WEEK STUDENTS HAD WORKED AT THEIR JOBS (N = 613 JOBS)*

Number of Hours Per Week	Number of Last Jobs		Number of All Jobs	
	Number	Per Cent	Number	Per Cent
1 to 20	31	26.5%	64	27.9%
21 to 34	24		50	
35	16		31	
36 to 39	11		14	
40	145	46.8%	257	45.1%
41 to 45	45	26.8%	77	27.0%
46 to 49	7		15	
50	17		28	
51 to 90	14		34	
TOTAL	310	100%	570	100%

* Data were not available for 43 jobs.

Approximately half (52.5%) of the jobs which the students had had and left paid under $3.00 an hour (before deductions), while 40.7% of the last jobs the students had paid under $3.00 an hour. The last jobs the students held appeared to be better paying than their first jobs. Of the 568 jobs for which data were available, 46.1% paid less than $3.00 an hour, 16% paid $3.00 an hour, and 37.9% paid over $3.00 an hour. Further details are provided in Table 58.

The number of last jobs which paid less than $3.00 an hour was calculated for men, women, students born in Canada and students not born in Canada. The men had held statistically fewer last jobs which paid under $3.00 an hour (30.2% of the jobs) and the women had held statistically more last jobs which paid under $3.00 an hour (61%) than all last jobs all students had held and for which data were available. No other statistically significant differences were found.

TABLE 58

HOURLY RATE OF PAY (BEFORE DEDUCTIONS) STUDENTS RECEIVED (N = 613 JOBS)*

Hourly Rate of Pay	Number of Last Jobs		Number of All Jobs	
	Number	Per Cent	Number	Per Cent
up to $2.65	37	40.7%	91	46.1%
$2.65	51		101	
$2.66 to $2.99	37		70	
$3.00	54	17.6%	91	16.0%
$3.01 to $3.99	75	41.7%	123	37.9%
$4.00 to $4.99	37		59	
$5.00 to $10.00	16		33	
TOTAL	307	100%	568	100%

* Data were not available for 45 jobs.

It was found that 17.1% of the jobs students had had and left had paid over $150 a week, while 22.1% of the last jobs the students had had paid over $150 a week. Of the 545 jobs for which data were available, 19.8% had paid over $150 a week, 51.4% had paid from $101 to $150 a week, and 28.8% had paid $100 or less a week. Further details are provided in Table 59.

The number of last jobs which paid more than $150 a week were calculated for men, women, students born in Canada and students not born in Canada. The men had held statistically more last jobs which paid more than $150 a week (28.8% of the jobs), the women had held statistically fewer last jobs which paid more than $150 a week (9.1% of the jobs), and the students not born in Canada had held statistically more jobs which paid more than $150 a week (29.4% of the jobs) than all last jobs all students had held and for which data were available.

TABLE 59

WEEKLY RATE OF PAY (BEFORE DEDUCTIONS)
STUDENTS RECEIVED (N = 613 JOBS)*

Weekly Rate of Pay	Number of Last Jobs		Number of All Jobs	
	Number	Per Cent	Number	Per Cent
Zero to $ 51	23	24.1%	53	28.8%
$ 51 to $100	49		104	
$101 to $150	161	53.8%	280	51.4%
$151 to $200	51	22.1%	77	19.8%
$201 to $250	10		23	
$251 to $300	1		3	
$301 to $350	3		4	
$351 to $400	1		1	
TOTAL	299	100%	545	100%

* Data were not available for 68 jobs.

The students provided reasons for leaving 333 of the 613 jobs they described. These reasons are shown in Table 60. They had left 32.4% of the jobs because "they were laid off/shortage of work/temporary employment/job ended/changed management/closed down." Unsatisfactory pay, dislike of or lack of interest in the job, disputes with person(s) at work, desire for a better job, and fired were also common reasons given for leaving the job.

A total of 188 students said they had worked overtime on a job. Of these, 29 or 15.4% said they had not received overtime pay. The meaning of the term "overtime" was left to the respondent.

TABLE 60

REASONS STUDENTS GAVE FOR LEAVING THEIR JOBS (N = 333 JOBS)

Reason for Leaving Job	Number of Jobs	Percentage of Jobs
Laid off/shortage of work/temporary employment/ job ended/changed management/closed down	108	32.4%
Unsatisfactory pay	40	12.0%
Didn't like it/couldn't hack it/not interested	32	9.6%
Dispute with person(s) at work	29	8.7%
To get a better job	28	8.4%
Got fired	23	6.9%
To go back to school	12	3.6%
Sickness/allergies/health problems	12	3.6%
Didn't like night/shift work	12	3.6%
Work too hard/inability/didn't do well	12	3.6%
Physically too demanding	6	1.8%
Not covered by insurance	2	0.6%
Didn't like working with foreigners	2	0.6%
To get married	1	0.3%
Family moved	1	0.3%
Miscellaneous	13	3.9%
TOTAL	333	100%

Summary. The 392 L.S.E. students had held a total of 613 jobs for an average of 1.6[*] jobs per student after joining the L.S.E. program. Approximately 15% of the students had never had a job.

The students described a wide assortment of low paying jobs when asked what their *last* job was.

For all jobs, 70% of them had been held for 12 or fewer weeks by the students, 27% had over a 40 hour week, 46% were paid less than $3.00 an hour and 80% paid $150 a week or less.

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[*] This average should be interpreted with caution since the students were interviewed at various points in time after joining the L.S.E. program (i.e. some were interviewed shortly after joining the program while others were interviewed up to two years after joining the program).

Men were more likely to have had jobs which paid more per hour and which paid more per week than all the students.

Women were more likely to have had jobs which paid less per hour and which paid less per week than all the students.

Students born in Canada were less likely to have had jobs with over a 40 hour week than all the students.

Students not born in Canada were more likely to have had jobs with over a 40 hour week, jobs which lasted longer and jobs which paid more per week than all the students.

The most common reason given by the students for leaving their jobs was "laid off/shortage of work/temporary employment/job ended/changed management/closed down."

A total of 188 students said they had worked "overtime" on a job - 15.4% of whom said they had not received overtime pay.

Information About Unemployment

Table A in Appendix E shows the number of weeks each student had been registered in the L.S.E. program at the time of the interview, the number of jobs he or she had had, the number of weeks employed, the number of weeks unemployed and the percentage of time he or she had been unemployed while in the L.S.E. program. It can be seen by looking through the table that many students had been unemployed for large portions of the time that they had been in the program. Table B in Appendix E provides an analysis of the same data categorized according to seven larger periods of time that the students had been in the program. The average amount of time unemployed was calculated for each of the seven time periods. The averages range from 33% to 49%. The overall average amount of time unemployed for all students is approximately 41%.

As was discussed in the previous section, 59 or 15% of the students had never had a job or had been unemployed 100% of the time.

Table B shows that the majority of these students had been in the program for only a short period of time. Table B also indicates that 157 or 40% of the students had been employed for 100% of the time that they had been in the program -- these students had been in the program for varying lengths of time.

There were 157 students (40.5% of 388 students who provided information) who were unemployed at the time they were interviewed. The proportions of men and women who were unemployed did not differ from all those who responded; however, those students who were born in Canada were statistically more likely to be unemployed (56.7%) and those students not born in Canada were statistically less likely to be unemployed (16.9%) than all those who responded.

When the 157 students were asked why they were not employed, 35.7% replied that there were no jobs available (see Table 61), 14.6% said they were looking but lacked the necessary experience, 14.0% said they were returning to school and 9.6% said they were not looking. The frequencies of other responses are shown in the table.

The students were next asked how many weeks they had been out of work. Just over half (50.9%) had been out of work for four or fewer weeks, 26.7% for five to eight weeks, and 22.2% for nine or more weeks. A more detailed breakdown is provided in Table 62. As some students were interviewed soon after they joined the L.S.E. program and others were interviewed up to two years after joining the program, Table 62 should be interpreted with caution.

TABLE 61

REASONS STUDENTS GAVE FOR BEING UNEMPLOYED (N = 157)

Reason	Number of Students	Percentage of Students
No jobs available	56	35.7%
Looking, but don't have experience	23	14.6%
Returning to school	22	14.0%
Not looking	15	9.6%
Future employment promised	6	3.8%
Pregnant/has baby	5	3.2%
Going on vacation	4	2.5%
Lazy	1	0.6%
Miscellaneous	12	7.6%
No answer	13	8.3%
TOTAL	157	100%

TABLE 62

NUMBER OF WEEKS STUDENTS HAD BEEN UNEMPLOYED AT THE TIME OF THE INTERVIEW (N = 157)

Number of Weeks	Number of Students	Percentage of Students
Less than 1 week	31	19.7%
2	24	15.3%
3	6	3.8%
4	19	12.1%
5	1	0.6%
6	12	7.6%
7	15	9.6%
8	14	8.9%
9 to 16 weeks	19	12.1%
17 to 28 weeks	12	7.6%
Over 28 weeks	4	2.5%
TOTAL	157	100%

Many of the 157 unemployed students (31.8%) said they were looking for any kind of job while another 22.9% were unable to state (for a variety of reasons) the kind of job they were looking for. Table 63 shows that there was no job named by more than 10% of the students -- factory jobs and waiting in restaurants were the two most frequently mentioned jobs.

In response to the question, "What is the most amount of time you would be willing to travel to work?", 44.6% of the 157 unemployed students said an hour or more, and 33.8% said it did not matter. More details are provided in Table 64.

TABLE 63

THE KINDS OF JOBS UNEMPLOYED STUDENTS WERE LOOKING FOR (N = 157)

Kind of Job	Number of Students Who Mentioned Job
Does not matter/anything	50
Factory	14
Waiter/waitress	10
Cashier	6
Delivery	5
Warehouse work	3
Store work	3
Post office work	3
Auto equipment sales	2
Carpet installing	2
Short order cook	2
Carpentry	2
Printing	2
Typing, clerical	2
Stock boy	1
Roofing	1
Sales	1
Work with children	1
Usher	1
Auto mechanics	1
Working with handicapped	1
Dry cleaning	1
Writer	1
Construction	1
Counter work	1
Welding	1
Shipping	1
Flower shop	1
Upholstery	1
Don't know/no answer/unreliable answer	36
TOTAL	157

TABLE 64

THE MOST AMOUNT OF TIME UNEMPLOYED STUDENTS SAID THEY WOULD BE WILLING TO TRAVEL TO WORK (N = 157)

Time	Number of Students	Percentage of Students
5 minutes	2	1.3%
10 minutes	1	0.6%
20 minutes	4	2.5%
30 minutes	12	7.6%
45 minutes	15	9.6%
1 hour	48	30.6%
1 1/2 hours	14	8.9%
2 hours	7	4.5%
4 hours	1	0.6%
Doesn't matter	53	33.8%
TOTAL	157	100%

And in response to the question, "What rate of pay do you expect to get?", 60.5% of the unemployed students said from $2.65 to $3.99 an hour, and another 22.9% did not specify a rate (see Table 65).

TABLE 65

THE RATE OF PAY UNEMPLOYED STUDENTS EXPECTED TO GET (N = 157)

Rate of Pay	Number of Students	Percentage of Students
Nothing	6	3.8%
Up to $2.64	8	5.1%
$2.65	28	17.8%
$2.66 to $2.99	10	6.4%
$3.00	33	21.0%
$3.01 to $3.99	24	15.3%
$4.00 to $4.99	8	5.1
$5.00 to $9.99	3	1.9%
$10.00 and over	1	0.6%
Unspecified/no response	36	22.9%
TOTAL	157	100%

The 392 L.S.E. students in the sample were asked the question, "If you had a choice between being on welfare and/or unemployment and working, which would you prefer?". Almost all students (363 or 92.6%) said they would prefer working. Table 66 lists the reasons the students gave for preferring work. The four most common reasons were: (1) to avoid boredom and have something to do; (2) to earn my own money and living; (3) to feel better and healthier; and (4) to get more pay than welfare/ unemployment insurance would pay.

TABLE 66

REASONS STUDENTS GAVE FOR PREFERRING WORK
TO BEING ON WELFARE AND/OR UNEMPLOYMENT (N = 363)

Reason	First Reason		Second Reason	
	No.	Per Cent	No.	Per Cent
To avoid boredom/to have something to do	129	35.5%	13	3.6%
I want to earn my own money/living	53	14.6%	24	6.6%
Working makes you feel better/healthier	40	11.0%	13	3.6%
Working pays more	36	9.9%	8	2.2%
To avoid social stigma	27	7.4%	4	1.1%
To get money/material things	12	3.3%	2	0.6%
Because I am capable/healthy	12	3.3%	2	0.6%
To avoid loneliness	10	2.8%	7	1.9%
I don't want to waste time or life	9	2.5%	10	2.8%
To avoid hassles in getting welfare or unemployment	7	1.9%	5	1.4%
To learn things	5	1.4%	5	1.4%
Work is steadier	1	0.3%	1	0.3%
No reason given	22	6.1%	269	74.1%
TOTAL	363	100%	363	100%

Summary. The following four statistics describe the unemployment status of the L.S.E. students:*

(1) 40% of the students were unemployed at the time of the interview, almost half of whom had been without a job for more than four weeks;

(2) the average amount of time the students had been unemployed while in the program was 41%;

(3) 15% of the students had never had a job;

(4) 40% of the students had been employed for all the time they had been in the program.

The principle reason students gave for being unemployed was a lack of jobs (36% gave this reason).

Students born in Canada were statistically more likely to be unemployed (57%) and students not born in Canada were statistically less likely to be unemployed (17%) than all those who responded.

Of the 157 unemployed students, 55% said they expected to get any kind of job or did not know what kind of job they expected to get, 78% said they would travel an hour or more to work or said the travel time did not matter, and 54% said they expected to get $3.00 an hour or less.

A large proportion (92.6%) of all the students interviewed said they would prefer working to being on welfare or unemployment. The four most common reasons they gave for preferring work were: (1) to avoid boredom or to have something to do; (2) to earn own money and living; (3) to feel better and healthier; and (4) to get more pay.

Feelings About Jobs and Working

This section describes how the students who had had a job after joining the L.S.E. program felt about either the last job they had had or the job they had at the time they were interviewed. Did they like the job? Did they like the job more than school? Did the job help them feel better about their reason for leaving school? They were asked whether they felt the job had made them feel more independent, whether it had affected their maturity and whether it had helped them prepare for the future. They were also asked to describe their feelings about their boss and the other people at work. Finally, they were asked to state whether or not they would be willing to do each kind of work from a list of different kinds of jobs.

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* Students were interviewed at various points in time after joining the L.S.E. program. Some were interviewed after a week and some after two years.

There were 334 students who gave an answer to the question, "Did (do) you like your last or present job?" Of these, 84.7% said "yes." There were no differences in the proportions of men, women, students born in Canada or students not born in Canada who said they liked their job as compared with the proportion of all those who responded.

There were 325 students who gave an answer to the question "Did (do) you like that job more than school?". Of these, 78.2% said "yes." There were no differences in the proportions of men, women, students born in Canada or students not born in Canada who answered "yes" as compared with the proportion of all those who responded.

There were 327 students who gave an answer to the question, "Do you feel that having a job has made you feel better about your reason for leaving school?". Of these, 82.9% said "yes" and 17.1% said "no." There was no difference in the proportions of men, women, students born in Canada or students not born in Canada who answered "yes" as compared with all those who responded to this question. Of those who said "yes," 254 were able to give one, two or three reasons for their answer (see Table 67) and of those who said "no," 48 were able to give one, two or three reasons for their answer (see Table 68). The three most common reasons for saying "yes" were: (1) it is better or easier to work/there are fewer hassles/there is no homework, (2) I have money for myself, and (3) I feel happier. The two most common reasons for saying "no" were: (1) I am still interested in school, and (2) I have not solved my problems.

There were 68.8% of 327 students who reported that they felt independent with their job. No significant differences were found by sex or place of birth. The most common reason given for feeling independent as illustrated in Table 69 was "I don't have to rely on my parents for money/ I can pay for room and board/I can pay for clothes." The two most common reasons given for not feeling independent as illustrated in Table 70 were: (1) it is still the same, and (2) I have to give money to my parents.

There were 61.3% of 326 students who reported that they felt the job had affected their maturity. No significant differences were found by sex or place of birth. The two most common reasons given for the job affecting their maturity were: (1) I have more responsibilities, and (2) I am with older, more mature people. Students who said the job had not affected their maturity were more likely to say that "things were still the same." The other responses are tabulated in Tables 71 and 72.

TABLE 67

FIRST, SECOND AND THIRD REASONS STUDENTS GAVE FOR THEIR JOB MAKING THEM FEEL BETTER ABOUT THEIR REASON FOR LEAVING SCHOOL (N = 254)

Reason	First Reason		Second Reason		Third Reason	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
It is better or easier to work/fewer hassles/no homework	61	24.0%	26	10.2%	5	2.0%
I have money for myself	56	22.0%	9	3.5%	-	-
I have money for my family or my own family	34	13.4%	2	0.8%	-	-
I feel happier	34	13.4%	23	9.1%	2	0.8%
I feel responsible/I feel a sense of purpose	22	8.7%	13	5.1%	1	0.4%
I feel free	10	3.9%	7	2.8%	2	0.8%
It changed my attitude and way of looking at problems	6	2.4%	3	1.3%	-	-
I can be with my baby more	1	0.4%	-	-	-	-
Miscellaneous	30	11.8%	13	5.1%	1	0.4%
No response	-	-	158	62.2%	243	95.7%
TOTAL	254	100%	254	100%	254	100%

TABLE 68

FIRST, SECOND AND THIRD REASONS STUDENTS GAVE FOR THEIR JOBS NOT MAKING THEM FEEL BETTER ABOUT THEIR REASON FOR LEAVING SCHOOL (N = 48)

Reason	First Reason		Second Reason		Third Reason	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
I am still interested in school	19	39.6%	3	6.3%	-	-
I haven't solved my problems	9	18.8%	8	16.7%	1	2.1%
I haven't learned anything at work	6	12.5%	-	-	-	-
I need a diploma	3	6.3%	-	-	-	-
Miscellaneous	11	22.9%	-	-	-	-
No response	-	-	37	77.1%	47	97.9%
TOTAL	48	100%	48	100%	48	100%

TABLE 69

REASONS STUDENTS GAVE FOR FEELING INDEPENDENT WITH THEIR JOB (N = 181)

Reason	Number of Students	Percentage of Students
I don't have to rely on parents for money/I can pay for room and board/ I can pay for clothes	77	42.5%
I am doing what I want to do	31	17.1%
I have confidence in my ability to do a job	18	9.9%
I don't have to follow orders	17	9.4%
I don't have to ask anybody for anything	14	7.7%
Miscellaneous/I don't know	24	13.4%
TOTAL	181	100%

TABLE 70

REASONS STUDENTS GAVE FOR NOT FEELING INDEPENDENT WITH THEIR JOBS (N = 76)

Reason	Number of Students	Percentage of Students
It is still the same	15	19.7%
I have to give money to my parents	13	17.1%
I can't get what I want/I can't get any place/I still do not have enough money	4	5.3%
The job does not have anything to do with independence	4	5.3%
I can't do all things on my own	3	3.9%
I am still getting help from my parents	3	3.9%
I am directed by bosses	1	1.3%
I don't know	28	36.8%
Miscellaneous or irrelevant answer	5	6.6%
TOTAL	76	100%

TABLE 71

REASONS STUDENTS GAVE FOR THEIR JOB AFFECTING THEIR MATURITY (N = 158)

Reason	Number of Students	Percentage of Students
I have more responsibilities	32	20.3%
I am with older, more mature people	31	19.6%
I feel more comfortable working	17	10.8%
I am being treated as if I am older	15	9.5%
I have better social relations	12	7.6%
I have become more aware	10	6.3%
I am learning something for the future	8	5.1%
I have settled down	6	3.8%
I can face problems better	5	3.2%
My living habits are better	3	1.9%
I can be myself	2	1.3%
Miscellaneous or irrelevant answer	17	10.8%
TOTAL	158	100%

TABLE 72

REASONS STUDENTS GAVE FOR THEIR JOB NOT AFFECTING THEIR MATURITY (N = 83)

Reason	Number of Students	Percentage of Students
It is still the same	53	63.9%
The job does not affect my life	8	9.6%
I am mature	7	8.4%
I am not a man -- only 15	2	2.4%
Miscellaneous or irrelevant answer	13	15.7%
TOTAL	83	100%

The students were asked whether or not they thought the job helped them to prepare for the future. Of the 309 who responded, 73.1% said "yes." No significant differences were found in the responses by sex or by place of birth when compared with all those who responded. Table 73 shows that the students gave a wide variety of reasons for the job helping them to prepare for the future. The five most common reasons were: (1) I have been able to save money, (2) I have learned a skill/I have learned things, (3) I know what it is like to work/I know the system, (4) I got the experience to start my own business, and (5) I intend to stay with the job. Of those students who felt the job had not helped them prepare for the future, 61.5% elaborated by saying that they would not want to spend their life there and that there was no future in it. Other responses are listed in Table 74.

TABLE 73

REASONS STUDENTS FELT THEIR JOBS HAD HELPED THEM PREPARE FOR THE FUTURE (N = 210)

Reasons	Number of Students	Percentage of Students
I have been able to save money	53	26.7%
I have learned a skill/learned things	50	23.8%
I know what it is like to work/I know the system	35	16.7%
I got the experience to start my own business	25	11.9%
I intend to stay with the job	19	9.0%
I know what kind of job to look for	5	2.4%
I learned about my limitations	3	1.4%
I have decided to go back to school	3	1.4%
I get along better with others	2	1.0%
I am physically stronger	1	0.5%
I have found out what it is like to look for a job	1	0.5%
I have found out what it is like to be unemployed	1	0.5%
I have found friends	1	0.5%
Miscellaneous or irrelevant answer	8	3.8%
TOTAL	210	100%

TABLE 74

REASONS STUDENTS FELT THEIR JOBS HAD NOT HELPED THEM PREPARE FOR THE FUTURE (N = 78)

Reasons	Number of Students	Percentage of Students
I would not want to spend my life there/ no future in it	48	61.5%
There is not enough money	6	7.7%
I don't like the job	6	7.7%
I wasn't there long enough	6	7.7%
I want to go back to school	5	6.4%
I am helping my parents	1	1.3%
Miscellaneous or irrelevant answer	6	7.7%
TOTAL	78	100%

The interviewers asked the students to describe what they liked and disliked about their last boss and the other people at work. Their reponses are given in Tables 75 to 78. Not all students provided answers to these questions. Those who did respond were most likely to say that they liked their bosses because they were nice or good to them. They disliked them because: (1) they had bad dispositions (including physical violence), (2) they were too bossy or pushy, or (3) they expected too much, were perfectionists, or were too picky.

TABLE 75

WHAT STUDENTS LIKED ABOUT THEIR LAST BOSS (N = 289)

Like	Number of Students	Percentage of Students
Nice or good to me	136	47.1%
Okay	32	11.1%
Does not boss or push me around	22	7.6%
Good humored/jokes around	17	5.9%
No hassles	12	4.2%
Fair/patient	11	3.8%
Shows/helps/teaches	11	3.8%
A good friend	9	3.1%
Does not yell or get mad	4	1.4%
Talks to me	4	1.4%
Dependable/reliable/decent	2	0.7%
Trusts me/likes me	2	0.7%
Miscellaneous or irrelevant answer	27	9.3%
TOTAL	289	100%

TABLE 76

WHAT STUDENTS DISLIKED ABOUT THEIR LAST BOSS (N = 129)

Dislike	Number of Students	Percentage of Students
Bad disposition/physical violence	22	17.1%
Too bossy/pushy/gets on back	20	15.5%
Expects too much/perfectionist/picky	19	14.7%
Non-directive	6	4.7%
Does not appreciate anything/does not care about anyone	2	1.6%
Phony front/deceptive/false	2	1.6%
Fools around too much	1	0.8%
Miscellaneous or irrelevant answer	57	44.2%
TOTAL	129	100%

Students reported liking the other people at work because they were "friendly and talkative." They disliked them for a variety of reasons -- bossiness and gossiping were cited most frequently.

TABLE 77

WHAT STUDENTS LIKED ABOUT THE OTHER PEOPLE AT WORK (N = 288)

Like	Number of Students	Percentage of Students
Friendliness	112	38.9%
Can talk to them/they talk to me	82	28.5%
Nice/good/decent/fine	21	7.3%
Fair/equal/multicultural/don't look down on you/don't bother you	20	6.9%
Teach me/help me	17	5.9%
Joke/play around/not too serious	10	3.5%
A particular person is nice	8	2.8%
All on L.S.E.	1	0.3%
Miscellaneous or irrelevant answer	17	5.9%
TOTAL	288	100%

TABLE 78

WHAT STUDENTS DISLIKED ABOUT THE OTHER PEOPLE AT WORK (N = 132)

Dislike	Number of Students	Percentage of Students
Too bossy	21	15.9%
Gossip about other	16	12.1%
Speak a different language	7	5.3%
Talk too much	5	3.8%
Lazy	4	3.0%
Snobbish	4	3.0%
Nosy	4	3.0%
Complain about work	3	2.3%
They are dead beats	3	2.3%
Brag	2	1.5%
Too serious	1	0.8%
Too much smoking	1	0.8%
Miscellaneous or irrelevant answer	61	46.2%
TOTAL	132	100%

Table 79 shows the percentage of students who said they would be willing to do selected types of work. Students were more willing to take full-time work than shift work or part-time work. The three most popular kinds of work on the list were: (1) outside work in the summer time, (2) factory work, and (3) general sales work. Less than 50% of the students said they would be willing to do take-out food work, farm work, outside work in the winter time, gardening or housecleaning.

The responses were examined by sex and by place of birth. Men were statistically more likely to say they would work outside in the summer and less likely to say they would do housecleaning than all the students who answered. Females, on the other hand, were less likely to say they would work outside in the summer, less likely to say they would do shift work, and more likely to say they would do housecleaning. Students born in Canada were statistically more likely to say they would work outside in the summer, outside in the winter or do shift work and less likely to say they would do housecleaning or gardening than all those who answered; while students not born in Canada were statistically less likely to say they would work outside in the summer, work outside in the winter, or do shift work and statistically more likely to say they would do housecleaning than all those who answered.

TABLE 79

KINDS OF WORK STUDENTS SAID THEY WOULD DO

Kind of Work	Number of Students	Percentage of Students Who Responded*
Full-time work	380	92.4%
Outside work in the summer time	374	83.7%
Factory work	359	76.6%
General sales work	370	61.6%
Shift work	371	60.9%
Part-time work	377	57.3%
Take-out foods	373	49.3%
Farm work	351	47.6%
Outside work in the winter time	363	39.9%
Gardening	370	36.2%
Housecleaning	372	29.0%

* The number of students who responded varied slightly for each type of work.

Summary. The majority of the L.S.E. students had positive feelings about their last job or the job they had at the time they were interviewed. Of those who had had a job and responded to the questions -

-- 85% said they liked the job;
-- 75% said they liked the job more than school;
-- 83% said that having a job had made them feel better about their reason for leaving school;
-- 69% said they felt independent with the job;
-- 61% said that the job had affected their maturity; and,
-- 73% said the job had helped them prepare for the future.

There were no significant differences by sex or by place of birth on the responses to the above six questions.

Students said that having a job had made them feel better about their reason for leaving school mostly because the job was easier or better than school, it provided them with money and it made them feel happier than school. They said the job made them feel independent mostly because of the money and more mature mostly because they had responsibilities and were with older and more mature people. There were five reasons they frequently gave for the job helping them prepare for the future: (1) saving money, (2) learning a skill, (3) learning what work and the system is like, (4) getting experience to start a business, and (5) having an intention to stay with the job.

The smaller numbers of students who answered "no" to the above six questions tended to elaborate by saying that things were much the same, that they had not solved their problems, and that they were still interested in school. Several of those who said they did not feel independent with the job said they were giving money to their parents while many of those who said the job had not helped them prepare for the future said they could not spend the rest of their life at such a job.

The students who said they liked their bosses tended to do so because those bosses were nice or good to them. Students disliked bosses who: (1) had bad dispositions (including physical violence), (2) were too pushy or bossy, (3) expected too much. With respect to the other people at work, they liked those who were friendly and talkative and disliked those who were bossy or gossiped.

In general, students preferred to take full-time work more than to take shift work or part-time work. They expressed willingness to work outside in the summer time, do factory work or do general sales. They were, as a group, less willing to do take-out food work, farm work, outside work in the winter time, gardening or housecleaning.

Thoughts About the Future

The students were asked about their expectations and plans for the future under three general headings: (1) their expectations about getting more formal education; (2) their plans for taking instruction in other areas such as music, recreational activities, etc.; and, (3) their expectations about the kind of work they would be doing at age 20.

There were 341 students who gave a "yes" or "no" answer to the question, "Do you expect to get more education?". Of these, 218 or 56% of 392 said "yes" and 123 or 31% said "no." The remaining students (N = 51) did not provide an answer or said they did not know. When the responses were examined by sex and place of birth, men were statistically less likely to say "yes" than all those who responded.

As Table 80 illustrates, students most expected to get more academic and technical education and most favoured getting more education at full-time day school or night school.*

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* The responses were not broken down by sex and place of birth and tested for statistical differences for the remainder of the questions in this section because many of the cells contained very few students.

TABLE 80

THE KIND OF FUTURE EDUCATION STUDENTS SAID THEY EXPECTED TO GET (N = 218)

Kind of Future Education		Number of Students	Percentage of Students
Academic Courses	15	64	29.4%
- full-time day school	24		
- night school	20		
- part-time day school	5		
Technical Courses	16	62	28.4%
- full-time day school	26		
- night school	18		
- part-time day school	2		
Commercial Courses	7	27	12.4%
- night school	13		
- full-time day school	4		
- part-time day school	3		
Night school (unspecified course)		21	9.6%
Correspondence courses		12	5.5%
Full-time day school (unspecified course)		6	2.8%
Community college		5	2.3%
Part-time day school (unspecified course)		1	0.5%
Alternative school		1	0.5%
Private tutor		1	0.5%
Don't know/no response		18	8.3%
TOTAL		218	100%

When asked how much more education they expected to get, 38.5% of the 218 students said they expected to finish grade 12 (Table 81). Another 28.9% did not give a precise amount of education but instead indicated that they expected to attend part-time school or night school.

TABLE 81

THE AMOUNT OF FUTURE EDUCATION STUDENTS EXPECTED TO GET (N = 218)

Amount of Education	Number of Students	Percentage of Students
Finish grade 10 or 11	12	5.5%
Finish grade 12	84	38.5%
Finish grade 13	12	5.5%
Go to university/college	14	6.4%
Take part-time day school or night school (no goal)	63	28.9%
Don't know/no response	33	15.1%
TOTAL	218	100%

Approximately 57% of the 218 students were either already enrolled or intended to enrol next year or in the near future in getting more education. Another 29.4% said they did not know when they would be getting the additional education they had said they expected to get (see Table 82).

TABLE 82

THE TIME WHEN STUDENTS EXPECTED TO GET MORE EDUCATION (N = 218)

Time	Number of Students	Percentage of Students
Soon/next year	93	42.7%
Presently enrolled	31	14.2%
When I can	18	8.3%
In two or more years	12	5.5%
Don't know/no answer	64	29.4%
TOTAL	218	100%

When the students were asked whether they expected to take any other instruction in areas such as music or recreational activities in the future, 158 or 40.3% of 392 said "yes," 166 or 42.3% said "no," and 17.3% did not know or gave no answer. But an examination of Table 83 indicates that the students were again thinking in terms of academic, commercial or technical courses when they described the kind of instruction they had in mind, while there were 25% of the 140 students who responded who said music, 9.3% who said sports, and 2.1% who said recreational activities.

TABLE 83

OTHER INSTRUCTION STUDENTS PLAN TO TAKE IN THE FUTURE
(N = 140)

Instruction	Number of Students	Percentage of Students
Music	35	25.0%
Technical courses	26	18.6%
Academic courses	20	14.3%
Commercial/business courses	14	10.0%
Sports	13	9.3%
Correspondence courses	10	7.1%
Night school courses (unspecified)	8	5.7%
Recreational activities	3	2.1%
Military service	1	0.7%
Miscellaneous	10	7.1%
TOTAL	140	100%

The final question the students were asked about their future was "What kind of work do you expect to be doing at age 20?". Their responses are shown in Table 84. Quite a few students (34.5%) said they did not know or gave no answer. The kinds of work mentioned by 15 or more students were mechanic (N = 24), secretary/receptionist (N = 24), factory (N = 19), truck driver (N = 18), construction work (N = 15), and office work (N = 15).

TABLE 84

THE KIND OF WORK STUDENTS EXPECT TO BE DOING AT AGE 20 (N = 392)

Kind of Work	Number of Students	Kind of Work	Number of Students
Mechanic	24	Work at art corporation	1
Secretary/receptionist	24	Catering	1
Factory work	19	Day care worker	1
Truck driver	18	Bilingual job	1
Construction work	15	Animal clinic	1
Office job	15	Goal tender	1
Carpenter	9	Binding	1
Store work	8	Carpet installing	1
A trade (unspecified)	7	Pharmacist	1
Auto body work	6	Fireman	1
Shipper	6	Farm in Portugal	1
Hairdressing	6	Photographer	1
Model/actress/actor	6	School teacher	1
Cop	5	Cook	1
Electronics	4	Postman	1
Electrician	4	Landscaping	1
Waiter	4	Working at the Exhibition	1
Housewife	4	Roofing	1
Computer work	3	Cafeteria work	1
Bank teller	3	Attending business school	1
Bartender	3	Courier/mailman	1
Printer	3	Musician	1
Part-time job while going to school	3	Business man	1
		Welding	1
Plumbing and heating	3	Train engineer	1
Social worker	3	Flower shop	1
Cashier	3	Bricklayer	1
Horse jockey	2	Beautician	1
Taxi driver	2		
Raising children	2	Don't know/ no answer	135
Doctor	2		
Snack bar	2		
Bakery	2	TOTAL	392
Gynaecologist	2		
Cleaning	2		
Manager	2		
Labourer	2		
Cabinet maker	1		

Summary. There were 218 or 56% of the 392 students interviewed who said they expected to get more education. Men were statistically less likely to expect to get more education than all those who responded.

These 218 students were most likely to say they expected to get more academic or technical education and they most favoured getting more education at full-time day school or night school. Approximately 39% of the 218 planned to finish their grade 12.

While 14% of the 218 students were already enrolled and getting more education, another 43% reported that they intended to enrol soon or next year.

There were 35 of the 392 students who said they planned to take music instruction in the future, 13 who said they planned to take instruction in a sport, 3 who planned to take instruction in a recreational activity, and 1 who planned to take military instruction.

Over a third of the students (34.5%) did not speculate on what kind of work they expected to be doing when they were 20 years old. The other 65.5% listed a wide variety of occupations. The six most often mentioned were: mechanic, secretary/receptionist, factory worker, truck driver, construction worker and office worker.

Feelings About the L.S.E. Program

The students were asked a few questions about the L.S.E. program. The first question was, "Do you think the L.S.E. program is a good program?". Answers were received from 326 students -- 90.5% said "yes." When the responses were broken down by sex and whether or not the students were born in Canada, it was found that students who were not born in Canada were statistically less likely to say "yes" (83.2%) than all those who responded. Further analysis also revealed that students who did not want to leave school or students who said that leaving school was not their own idea were statistically less likely to say the L.S.E. program was good than all those who answered. A few students (70) gave concrete suggestions for making the L.S.E. program better (refer to Table 85). The two most frequently offered suggestions were: (1) a student placement center, and (2) more help from and contact with the advisors.

TABLE 85

SUGGESTIONS STUDENTS GAVE FOR IMPROVING THE L.S.E. PROGRAM (N = 70)

Suggestion	Number of Students	Percentage of Students
Student Placement Center	18	25.7%
More help/more contact with advisors/more advisors	18	25.7%
Leave kids alone to decide lives	10	14.3%
Should restrict program to those kids who have to help family	2	2.9%
Tell kids about correspondence courses	1	1.4%
Miscellaneous or irrelevant response	21	30.0%
TOTAL	70	100%

There were 84 students (23.9% of 352 who gave an answer) who said they had recommended the L.S.E. program to someone else. There was no difference in the response to this question by sex, but students who were born in Canada were statistically more likely (31.0%) and students not born in Canada were statistically less likely (11.8%) to have recommended the program to someone else than all those who answered the question.

Three-quarters of the students interviewed said they had been treated "good" by the people running the L.S.E. program. The comments from all the students are shown in Table 86.

TABLE 86

THE WAY STUDENTS SAID THEY HAD BEEN TREATED BY THE PEOPLE RUNNING THE L.S.E. PROGRAM (N = 392)

Treatment	Number of Students	Percentage of Students
Good	296	75.5%
Not good	11	2.8%
Too much hassle/too much checking up	6	1.5%
They don't talk to me the right way	3	0.8%
Miscellaneous or unreliable answer	31	7.9%
Little contact with advisor/don't know	31	7.9%
No answer	14	3.6%
TOTAL	392	100%

The students were asked if the job or the L.S.E. program had caused any changes in their lives -- over half of the students (55.6%) said "no." Approximately one-quarter (24.1%) of the students did describe a change. Of sixteen different responses that were coded, none occurred with a high frequency. The changes mentioned, however, are very interesting and are tabulated in Table 87.

The students were asked if there was anything more they would like to say about the L.S.E. program. Over half of the 116 students who responded (54.3%) said the program was "helpful/good/okay." Interestingly, 17 students said they had never heard of the program. A few other students gave negative responses about the program as shown in Table 88.

TABLE 87

THE CHANGES STUDENTS SAID THE L.S.E. PROGRAM HAD CAUSED IN THEIR LIVES
(N = 392)

Change	Number of Students	Percentage of Students
I've solved my problems	15	3.8%
I am closer to my parents and family	14	3.6%
I now realize what life is like	12	3.1%
I am more independent now	8	2.0%
I am more active/less lazy/less tired	7	1.8%
I don't see my friends anymore	7	1.8%
I have grown up	5	1.3%
I argue with my parents more	5	1.3%
I want more education now	4	1.0%
I am now at home looking for a job	4	1.0%
I am easier to get along with now	4	1.0%
I feel happier now	3	0.8%
My parents hassle me to get a job	2	0.5%
I am not laughed at now	2	0.5%
I am nervous and can't sleep because of my job	1	0.3%
I've got new friends	1	0.3%
No change	218	55.6%
Miscellaneous or irrelevant answer	29	7.4%
Don't know	14	3.6%
No answer	37	9.4%
TOTAL	392	100%

TABLE 88

STUDENTS' ADDITIONAL COMMENTS ABOUT THE L.S.E. PROGRAM (N = 116)

Comment	Number of Students	Percentage of Students
The L.S.E. program is helpful	33	28.4%
The L.S.E. program is okay/good	30	25.9%
I have never heard of the L.S.E. program	17	14.7%
The L.S.E. program should stop -- I don't like it	7	6.0%
The L.S.E. advisors are poor and don't care	3	2.6%
The L.S.E. program is not necessary for me	2	1.7%
I recommend the L.S.E. program half-time with school	1	1.0%
The L.S.E. program worries my parents	1	1.0%
Miscellaneous or irrelevant answer	22	19.0%
TOTAL	116	100%

Summary. A large proportion of the L.S.E. students felt that the Leaving School Early Program was good and that the treatment they had received from the L.S.E advisors was good. A few students thought that a student placement center would improve the program while another few suggested more help from or contact with the advisors.

Just under one-quarter of the students had recommended the program to someone else and just under one-quarter of the students said that the job or the program had caused a change in their life. A wide variety of changes were cited by the students.

Students born in Canada were statistically more likely to have recommended the program to someone else than all those who responded.

Students not born in Canada were statistically less likely to say the program was good and statistically less likely to have recommended the program to someone else than all those who responded.

Other Interview Information

This section contains information collected in the interview which was not reported in previous sections.

The students were asked if they were taking any other instruction such as music lessons, correspondence courses or recreational lessons.* Of the 385 students who responded, 19.2% said "yes." When the responses were examined by sex and place of birth, it was found that women were statistically more likely to be taking other instruction than all those who responded (26.8% of the women said "yes"). Table 89 shows that 34 of the 74 students were taking correspondence courses, night school courses or regular school course work. Another 34 students were taking instruction in sports and music.

TABLE 89

KINDS OF INSTRUCTION STUDENTS WERE TAKING (N = 74)

Kind of Instruction			Number of Students	Percentage of Students
Correspondence Courses	-- English -- Math -- Typing -- Other	8 3 4 4	19	25.7%
Sports			18	24.3%
Music			16	21.6%
Night School	-- Commercial -- Technical	9 3	12	16.2%
Sewing, etc.			5	6.8%
Attending regular school			3	4.0%
Military service			1	1.4
TOTAL			74	100%

---

* A previous section reported their plans for taking such instruction in the future.

Very few students (36 or 9.3% of 387 who responded) had taken a pre-employment or life skills program since they had joined the L.S.E. program. The life skills program was in a developmental stage at the time of most of the interviews and has since been expanded. The majority of these students made positive comments about the programs (see Table 90).

TABLE 90

STUDENTS' COMMENTS ABOUT PRE-EMPLOYMENT OR LIFE SKILLS PROGRAMS (N = 36)

Comment	Number of Students	Percentage of Students
It was good	13	36.1%
It showed me some things I didn't know	7	19.4%
I knew those things already	3	8.3%
It showed me what abilities I have	2	5.6%
It was boring	1	2.7%
Miscellaneous or irrelevant answer	7	19.4%
No answer	3	8.3%
TOTAL	36	100%

The majority of the students (68.7% of 387) reported that they were still seeing their school friends. No differences were found by sex or place of birth. Of the 121 students who said they no longer saw their school friends, 34 (or 28.1%) said they missed them.

There were 317 students who gave a definite answer to the question, "Do you feel you would be welcome at your last school if you wanted to go back to regular classes?". Of these, 68.1% said "yes" and there were no differences by sex or place of birth.

There were 334 students who gave a definite answer to the question "Do you feel you would be welcome at your last school if you wanted to drop around just to see people?". Of these, 69.5% said "yes" and there were no differences by sex or place of birth.

Approximately 20% of the students answered "no" to both of the above questions, while 58% answered "yes" to both questions.

The responses to the question, "What do you think is the most important thing in life" are shown in Table 91. (The reader should note that this question has been dealt with in much more detail and in a different manner in Chapter III of this report). The L.S.E. students more frequently mentioned jobs and working and less frequently mentioned education and learning. This result is confirmed in Chapter III. The students also mentioned family and happiness.

The students were finally asked whether they thought their job or more education would help them get the thing they had named as the most important thing in life; however, these two questions were not appropriate for all students since it did not always make sense to ask the questions for the particular thing they had named. The results indicate that the students more often felt that their job would help them get the most important thing in life (78.6% of 257 students said "yes) than would more education (63.1% of 260 students said "yes"). For example, all of the 20 students who had named money as the most important thing in life said that the job would help them get that money, whereas only 11 felt that more education would help them get money.

TABLE 91

WHAT STUDENTS FELT WAS THE MOST IMPORTANT THING IN LIFE
(N = 392)

Most Important Thing	Number of Students	Percentage of Students
Job/work/making it/career	81	20.7%
Caring/helping family/marriage/kids	58	14.8%
Happiness	40	10.2%
Health	30	7.7%
Education/learning	29	7.4%
Living	28	7.1%
Money	20	5.1%
Self	18	4.6%
Love	11	2.8%
Freedom from restriction	8	2.0%
Doing what I want	7	1.8%
Communication	4	1.0%
Members of opposite sex	4	1.0%
Fun	3	0.8%
House/car/shelter	3	0.8%
Security	2	0.5%
Friendship	2	0.5%
Animals	1	0.3%
Music	1	0.3%
Miscellaneous or irrelevant answer	15	3.8%
Don't know	27	6.9%
TOTAL	392	100%

Summary. A small proportion, approximately 19%, of the L.S.E. students were taking instruction of some kind at the time they were interviewed. The majority of these were taking correspondence courses, night courses or regular school course work. Several others were taking instruction either in the area of sports or in the area of music.

An even smaller proportion, approximatey 9%, had taken a pre-employment or life skills course after joining the L.S.E. program -- most made favourable comments about the courses.

The majority of the students (69%) were still seeing their school friends -- only a few (34 students) said they were no longer seeing their school friends and, in addition, missed them.

When asked whether they felt they would be welcome back at their last school to attend regular classes, 68% said "yes."

When asked whether they felt they would be welcome to return to their last school just to see people, 70% said "yes."

CHAPTER III

THE RELATIVE WORTH STUDENTS ATTACH TO NINE THINGS OFTEN CONSIDERED IMPORTANT IN LIFE

There are many things which high school students could consider as important in their lives, some of which they probably consider more important than others. One thing of interest to educators is the importance students place on education relative to other things. It is also reasonable to expect that some students might place certain things as important in their lives while other students might place other things as important in their lives. To be more specific, it is reasonable to wonder whether L.S.E. students might regard education, for example, as being of different worth than regular students.

The purpose of this portion of the study was to compare (no hypotheses were formulated) L.S.E. students and a sample of regular students in their relative ranking of nine selected things often considered important in life.

Instrument Development

An examination of "what students feel is important in life" required an instrument which was valid for students in their early teens (some of whom could have reading problems) and which could be self-administered. A search of the literature immediately turned up a number of studies which had used various value scales. The concept of "what is important in life" was found to be similar to the concept of "values." The Rokeach Survey of Values (1967), and the Allport-Vernon-Lindzey Study of Values Scale (1960) were the two instruments most often cited in the literature. The investigators examined these two instruments closely and decided that neither was appropriate for the study for the following reasons:

(1) the meaning of personal values is not made clear in the studies which use these scales;

(2) the values in the scales are ambiguous in that the items used to measure them are often open to a number of interpretations by the respondent;

(3) the concept of "what is important in life" may be quite different from the concept of "values."

Because of the above reasons, the investigators decided to develop an instrument especially for this study.

An early decision in the development of the instrument was not to refer to it as a value scale, but to keep the concept being measured as simple and concrete in definition as possible. The concept chosen was "important things in life."

The next concern was to determine what things L.S.E. students would most likely consider important in life so that the things included in the instrument would be valid for the subjects of this study. This was achieved by asking a sample of fifty L.S.E. students the open-ended question, "What do you think is the most important thing in life?" (see Question #55 in the Leaving School Early Student Questionnaire, Appendix A). The fifty responses were categorized by the investigators. This exercise resulted in nine things the students frequently considered to be important in life: happiness, freedom, love, family, health, pleasure, education, job and money.

The investigators then decided that it would be reasonable to have the students rank the nine things in order of importance in their lives. Each of the nine words was printed on a stick-on label on which space was provided to express a personal meaning for the word. The instrument was pilot tested with two grade 9 summer school classes and a few changes were made. The final form of the instrument, along with directions, is shown in Appendix F.

Method of Data Collection

Sample of L.S.E. Students

The L.S.E. advisors were asked to give (administer, if they so chose) the instrument to students who entered the L.S.E. program between September 1, 1977 and March 30, 1978. This resulted in a total of 94 usable responses to the instrument. (Some students neglected to respond while others were incapable of responding due to reading problems, etc.) Of these, 37 were male, 40 were female, and sex was unknown for 17 students.

Control Students

A simple random sample of 200 regular grade 9 Toronto students was chosen and asked to complete the instrument in order to make a comparison with the responses of the L.S.E. students. Since about 100 students were needed for the control group, the first 100 completed instruments returned were selected for analysis. Of these, 47 were male, 47 were female, and sex was unknown for 6 students.

Method of Data Analysis

The data were analyzed separately for each group (the L.S.E. group and the control group) in two steps. The first step was an analysis of the ranking process and the second step was an analysis of the meanings given to the nine words. Comparisons are made between the two groups.

The Ranks

The method used for analyzing these data was a scaling technique for rank order proportions. For each group, the students' ranking of the nine words resulted in a set of rank order data or the frequency (f_{ij}) for which each word appeared in each rank position. The scaling program required that the frequencies in the tables of rank order data be converted to relative proportions by dividing f_{ij} by N = 94 for the sample group and N = 100 for the control group. Next, these tables of relative proportions were analyzed using a computer program written by S. Nishisato (1972). This program derived scale values of stimuli from the rank order proportions. The weighted minimum normit chi-square solutions were obtained under the normal response model and provided adjusted scale values. Tests were made to determine if the model fit the sets of data.

The Meanings

A code book was constructed and the meanings provided for each word by each student in the two groups were coded and counted.

Results

The Rankings

The scaling program derived scale values of the nine stimuli (words) for the control group (N = 100) and for the L.S.E. group (N = 94). The stimuli scale values which have been ordered from highest to lowest and which have been rescaled (by adding a constant so that the lowest stimuli has a value of 0.00) are displayed in Tables 92 and 93. Minimum normit chi-square analyses computed by the scaling program indicated that the model was an excellent fit to both sets of data.

The results are very interesting. The words "family," "love," "health" and "happiness" were ranked at the head of the nine words by both groups of students; the word "freedom" was ranked in sixth position by both groups, and the word "pleasure" was ranked last by both groups. However, the remaining three words, "education," "job," and "money," which occupy the fifth, seventh and eighth positions for both groups, were in a different order. The L.S.E. group placed "job" in the fifth, "money" in the seventh and "education" in the eighth position, while the control group placed "education" in the fifth, "job" in the seventh, and "money" in the eighth position.

The scale values show that the importance the L.S.E students placed on education was lower as compared to the control group.

TABLE 92

MINIMUM NORMIT CHI-SQUARE ESTIMATES
OF SCALE VALUES (ADJUSTED) CONTROL GROUP (N = 100)

Stimuli	Adjusted Scale Values*
Family	1.12
Love	1.09
Health	1.00
Happiness	.98
● Education	.77
Freedom	.62
● Job	.26
● Money	.10
Pleasure	.00

* These scale values show both rank position and distance between each rank position.

TABLE 93

MINIMUM NORMIT CHI-SQUARE ESTIMATES OF SCALE VALUES (ADJUSTED) L.S.E. GROUP (N = 94)

Stimuli	Adjusted Scale Values
Family	1.22
Love	1.03
Happiness	.98
Health	.75
• Job	.47
Freedom	.45
• Money	.26
• Education	.01
Pleasure	.00

The Meanings

Tables 94 to 102 show the results (in percentages) of coding and counting the meanings the L.S.E. students and the control students gave for the nine words. Below each table are the meanings as given verbatim from ten students selected randomly from each group (spelling and grammar errors have been reproduced).

For each word, the students tended to write meanings which could be coded into about five to eight categories. Some of the meanings seem close to a dictionary meaning, while others seem to express the students' attitudes and feelings. Some overlap also exists in the meanings between the tables showing that the nine words do not necessarily have exclusive meanings for the students.

Upon examining the two columns of percentages in the nine tables and upon examining the quotations, it is immediately observed that the meanings for the seven words, "happiness," "freedom," "love," "family," "health," "pleasure" and "money," have an overall pattern of similarity for the two groups of students; however, the meanings for the words "education" and "job" are somewhat different for the L.S.E. students and the control students.

The meanings for the word "education" are given in Table 100 . Of the L.S.E. students, 22% provided two meanings which were not even mentioned by the control group -- 17% of these wrote a negative meaning, saying that education meant "not much/nothing/a waste of time"; the other 5% said that education was "something one should have a choice about." While 82% of the control group felt education meant learning or job preparation, only 42% of the L.S.E. students gave those meanings. The randomly selected quotations support these figures.

The percentage of L.S.E. students and control students who gave the first two meanings for the word "job" (see Table 101) are quite different. Of the control group, 70% felt a job meant money, etc., and 13% felt it meant responsibility, etc. The L.S.E. students, on the other hand, gave approximately equal weight to the two meanings. The L.S.E. students more often thought of a job in terms of responsibility and less often in terms of money than the control students. These differences also show up in the randomly selected quotations.

TABLE 94

MEANINGS FOR HAPPINESS

Meanings	L.S.E. Students (N = 94)	Control Students (N = 100)
Loving/being involved with others/marriage/ family/friends	28%	28%
Being happy with everyday life	13%	26%
Having things go right for me	16%	20%
Doing all the things I want/freedom/independence	8%	17%
Everything/it means a lot to me	10%	3%
Activity/experiencing/being alive	6%	5%
Other, Don't Know, No Answer	19%	1%
TOTAL	100%	100%

Meanings From Ten Randomly Selected L.S.E. Students

-- having lots of friends, seeing other people and being happy myself, getting along well with family, boyfriend and friends, important to me

-- to be happy and have lot's of friends

-- to live with no problems

-- being wanted and to do what I want to do

-- job

-- if you are not happy, you are not going to get no where

-- I like to be happy all the way

-- is having someone there to care, good fortune

-- happiness to me means a great deal. You cannot get along with anybody if you're not happy

-- satisfaction in life. Being pleased with yourself. Being belonged to someone. Doing what you want most with no interference what so ever

Meanings From Ten Randomly Selected Control Students

-- is yourself having fun in everyday life, such as playing sport with your friends

-- not being hurt by others, trying to make others happy and being promoted to Grade 10

-- having a good time, going out with your friends, family and enjoying yourself

-- having good times together with a person

-- happiness is being happy with what your doing for a living, happy with family and friends

-- not having anything to worry about. Making other people happy

-- to have money, friends. Enjoying myself

-- is in my family

-- to have friends, to feel secure, to be wanted

-- having fun, being healthy, being involved with friends, sports, parting, all the things that make life, what it is to teenagers

TABLE 95

MEANINGS FOR FREEDOM

Meanings	L.S.E. Students (N = 94)	Control Students (N = 100)
Doing what I want, when I want	35%	45%
Doing what I feel is right	14%	19%
Not being tied down/no responsibility/escape from environment, parents/no problems	12%	16%
Expression of opinions, self, mind	4%	9%
Playing, good time, fun/going out with friends	6%	4%
Other, Don't Know, No Answer	29%	7%
TOTAL	100%	100%

Meanings From Ten Randomly Selected L.S.E. Students

-- I like responsibility but I enjoy freedom this means a lot to me in certain ways. It's hard for me to explain

-- to be out from __________ and to have a good time while it lasts

-- I can do almost what I want

-- to me this means getting out to do what I want to do

-- doing things I want to do

-- freedom to me means nothing

-- 6.00 p.m. to 2.00 a.m. own choice and action. Just being free.

-- everybody needs freedom in every way, they need the freedom to express themselves and their feelings. We even need the freedom to do what we wish just so long as it is legal

-- having control of my life. Having to make my own decisions. Having to go out and find my own friends. Having to travel with buddies

-- no meaning

Meanings From Ten Randomly Selected Control Students

-- when no one can tell what to do

-- to be able to be by yourself for a while not being tied down

-- having your own privice, doing thing that you want to do without asking for permission

-- to go waer you want to go and win you want to go

-- independence

-- using my own judgement, not having someone to tell me what to do

-- to do anything you want to do to a certain point

-- happiness

-- not having anyone breathe down my back

-- having your parents leave you alone for once. Then letting you do things your own. Doing whatever you want to do or having your own way

TABLE 96

MEANINGS FOR LOVE

Meanings	L.S.E. Students (N = 94)	Control Students (N = 100)
Reciprocal feeling/marriage/happiness/devotion/ exclusive relationship	36%	45%
Caring, liking for someone else	23%	29%
Someone who cares for me	9%	11%
People/family/friends	12%	9%
A life necessity	5%	3%
Other, Don't Know, No Answer	15%	3%
TOTAL	100%	100%

Meanings From Ten Randomly Selected L.S.E. Students

-- a lot; being with people I care for, I can't explain what I want to say but love is very important to me, happiness, closeness, etc.

-- to have people to love you and you to love them, like me and my girlfriends

-- my family

-- to me love means to have someone care about me

-- to fall in love with a lady

-- a strong feeling and warm attatchement, a sexual embrace

-- love is important to me because what is the sense in living if you don't have someone or something to love. If you don't feel love than you must have a miserable life

-- being attatched to someone in warm affection. Being secure. Feeling protected. Feeling togetherness and never thinking of parting. Belonging

-- caring

-- love is very important to me

Meanings From Ten Randomly Selected Control Students

-- there is someone who really cares about you and this will not take avantage of you

-- being able to stay with someone your with for ever, not hurting people caring for them not hating them

-- happiness, friends, family, and all kinds of things and people

-- to shaer a live with a person

-- this means feeling a different, special way toward a person, or guardian

-- to love people and to be loved in return

-- pizza -- I love it I love other thing everyone loves something or cares

-- love makes you feel wanted and happy

-- affection

-- loving a person or an object. Being close to them, making them happy, doing things they like to do and them loving you back

TABLE 97

MEANINGS FOR FAMILY

Meanings	L.S.E. Students (N = 94)	Control Students (N = 100)
Love/understanding/caring/sharing/interdependence	40%	52%
Mother/father/kids	16%	17%
Being provided for/having parents	10%	14%
Everything/it means my life	9%	4%
Happiness	4%	1%
Responsibility/work	1%	4%
Teaching right from wrong	1%	3%
Other, Don't Know, No Answer	19%	5%
TOTAL	100%	100%

Meanings From Ten Randomly Selected L.S.E. Students

-- I like to see my family happy and in good health, I like to see them pround of me and I am proud of them. I love my family, they mean a great deal to me

-- to have somebody to look back on and to take care of me when I'm down

-- these are the people I care for all my life

-- being told what to do, how to do it, and when to do it

-- relations

-- family to me means a lot to me

-- I like to have nice family and home

-- a group of loving persons helping each other out

-- my family are the most important people to me because if it weren't for them I would probably be sleeping in some lane way now, and I wouldn't have been raised the way I was

-- a very important part or topic in life. No matter what, everyone needs their family and belongs to them, to an extent.

Meanings From Ten Randomly Selected Control Students

-- is everyone in your family to care about and help you with your problems

-- is one of the most important things to me. Without a family I would be a loner. I would have nobody that could be really close to me

-- happiness, love, care, resonible

-- having someone to love you all the time and to talk to

-- this means having parents who love and care for you and you them in return

-- love. Doing things together, being together

-- brother, sister and mother to talk to

-- sticking altogether and loving one another. Helping in any need of each other

-- home, understanding and love

-- my relatives. Being related to their problems and their happiness makes me a part of my family. Even though sometimes you'd like to leave but deep inside you'd like to stay

TABLE 98

MEANINGS FOR HEALTH

Meanings	L.S.E. Students (N = 94)	Control Students (N = 100)
Good food/exercise/sleep/visiting doctors/ cleanliness	18%	24%
Being fit/good weight/muscles	13%	25%
Not being sick	14%	17%
Mental, physical, social well being	13%	14%
Enjoying life	13%	10%
Very important	5%	8%
Other, Don't Know, No Answer	24%	2%
TOTAL	100%	100%

Meanings From Ten Randomly Selected L.S.E. Students

-- trying to eat good, staying healthy and seeing the people I care for staying healthy. I like to see everyone eating good food

-- to be fit; to do anything that can be done in fitness

-- to live well with my health

-- a strong body, and keeping my body clean

-- (no meaning)

-- health to me means not very much

-- not sick, and have health always

-- having no disease or pain

-- (no meaning)

-- to have good health is taking care of yourself. If you do so you'll having nothing to worry about. If it's something serious, you know you couldn't prevent it

Meanings From Ten Randomly Selected Countrol Students

-- is staying in good shape so feel great everyday

-- health means to be able to do thing mentally and phycially

-- exersize everyday and eatting the right food

-- being in good shamp and haveing a good health and live long

-- taking care of your health not drinking or smoking in which to damage your health

-- looking good and being physically fit, eating properly

-- staying alive not doing thing that can kill you

-- happiness, fun, being able to all the things you want to do

-- to feel healthy

-- being able to accomplish what is asked of you in gym class. Just having your body to do what is expected of you for your age level

TABLE 99

MEANINGS FOR PLEASURE

Meanings	L.S.E. Students (N = 94)	Control Students (N = 100)
Enjoyment/good time/fun/happiness/being pleased/ no worries	33%	43%
Doing things I want to do -- parties, T.V., books, sports, shows, etc.	20%	23%
Friends and people -- interaction	16%	20%
Physical, emotional satisfaction	2%	7%
Help, provide for, be nice to others	4%	3%
Working	3%	-
Other, Don't Know, No Answer	22%	4%
TOTAL	100%	100%

Meanings From Ten Randomly Selected L.S.E. Students

-- hard for me to explain this one

-- when you do something that you like to do

-- go to parties with my friends

-- getting to meet someone that I've heard a lot about

-- having fun

-- pleasure to me means a lot

-- to be nice and helpfull to people

-- amusement, delight, job

-- pleasure is important in everyones life, because you can't be working or studying all your life. You have to go out and have fun once in a while because your life goes by so fast

-- delight, laughing and being happy. Being satisfied. Being with people you love. Receiving a letter from a best friend out of the country

Meanings From Ten Randomly Selected Control Students

-- is having fun and relaxing

-- to be able to make people and friends happy and doing things for myself

-- a pleased feeling, enjoyment, delight

-- to do something win I wont to do and having fun

-- having fun with other people enjoying people and things

-- being with friends, having fun

-- to have fun in doing anything

-- relaxation and happiness

-- doing things I like

-- being happy, having fun, making other people happy, such as family and friends, doing things other kids my age do, dress the way everyone dresses

TABLE 100

MEANINGS FOR EDUCATION

Meanings	L.S.E. Students (N = 94)	Control Students (N = 100)
Learning facts, skills, new things, problem solving, about life, about work	24%	42%
Good paying job/self-fulfilling job/helps to get ahead in the future	18%	40%
Not much/nothing/waste of time	17%	-
Necessity of life/happy life	4%	5%
School	4%	5%
Being smart/doing well	4%	4%
Something you should have a choice about	5%	-
Hard work	2%	2%
Other, Don't Know, No Answer	22%	2%
TOTAL	100%	100%

Meanings From Ten Randomly Selected L.S.E. Students

-- not much, but I would like to take a correspondence course

-- nothing

-- a waste of time

-- when I grow up I can get a good paying job

-- building up your skills

-- it means a lot to me

-- to have a nice job, work hard

-- the way of teaching, studying, learning in school

-- education isn't really too important to me because even now a days people have a good education and jobs are so scarce, they're hard to find. And even people like me can find good paying jobs

-- personally needless. But a part of life you have to accomplish in today's day and age. Working your way up and making your future easier for yourself

Meanings From Ten Randomly Selected Control Students

-- education means to me by getting into university and a good job

-- I think if you don't have your education it is hard to get a half decent job

-- working hard and trying your best to pass and get a good job

-- getting something out of school

-- this is learning skills for what you want to do for a living

-- learning, being about to know things which I did't know before, sometimes fun

-- to learn and to get a job

-- a future for me and everyone else

-- a career

-- learning about things you'll need for jobs, you might major in one subject or many. Learning boring things and interesting things

TABLE 101

MEANINGS FOR JOB

Meanings	L.S.E. Students (N = 94)	Control Students (N = 100)
Money/exchanging time and efforts for money; economic survival/security	41%	70%
Responsibility/trying your best/work	30%	13%
Getting satisfaction from work	6%	9%
Working with new ideas/learning other things	4%	3%
Fun/enjoyment/social activities	2%	4%
Independence	2%	1%
Other, Don't Know, No Answer	15%	-
TOTAL	100%	100%

Meanings From Ten Randomly Selected L.S.E. Students

-- responsibility, can't really explain how I feel about this one

-- to work and have money and to get out of school

-- something in the future

-- getting out into the world, and having a lot of responsibility

-- a responsibility

-- I have to have a job to help my father

-- have money to get clothes, food

-- a specific function or duty

-- a job is a big responsibility. A job cannot be carried out unless you're willing to work and do your part as others do theirs

-- going out and doing something on a daily basis. Knowing what you'll be doing the next day. Supporting your own self. Satisfaction.

Meanings From Ten Randomly Selected Control Students

-- if you have a good job you will have a peaceful life

-- being able to help others providing more experience in things. Making money to help you service in the world

-- a good education and money to support yourself and family if necessary

-- haveing something to do and get good money

-- a occupation you enjoy doing and make a living

-- money, career, enjoying what I'm working at. Not just sitting around doing nothing

-- earn money and support yourself and family

-- oppertunity to work to support yourself or your family

-- work, involvement, consentration

-- working, supporting yourself or family. Doing something having to do with your education if you finished school or not.

TABLE 102

MEANINGS FOR MONEY

Meanings	L.S.E. Students (N = 94)	Control Students (N = 100)
Satisfy needs/wants/stability/security	59%	68%
Fun/enjoyment	10%	6%
Not much	4%	7%
Work -- you have to work for money	3%	6%
Rich/being well off	2%	4%
Share with others	4%	1%
Greed/fighting/problems	3%	2%
Other, Don't Know, No Answer	15%	6%
TOTAL	100%	100%

Meanings From Ten Randomly Selected L.S.E. Students

-- I just would like enough to provide for myself with a bit extra, enough to provide for my children when I get older, enough to have an average home of my own

-- that I can have party's and I can take some of my girlfriends out

-- nothing to worry about in the future

-- I can do what I want and go where I want

-- having to work

-- money to me means a lot

-- have money and help my family

-- wealth, payment

-- I think love is more important to me than money, because you can't buy love with money, it has to be true love and if you're loving someone just for their money it's not true love

-- there are many things you can get without money, but there is always a time when you need it. Nobody is able to live long without it

Meanings From Ten Randomly Selected Control Students

-- money doesn't mean much to me because it doesn't bring you real friends

-- money only get me things in need, such as getting to places and buying things I need like clothes

-- money doesn't mean that much to me because you can't buy love, friends or family with money

-- to buy what I want to buy and win I want it

-- buying things, going places and doing things

-- to have fun with it, spend it

-- I can buy the things I want and enjoy a lot of pleasures

-- to feel secure, enough for clothes, food, cars, motorcycles, minks, diamonds, estates, etc.

-- not having enough, everyone always wants or needs more. They need it for necessity or pleasure. Being able to buy things you want or need.

Summary. This section describes the results of having 94 L.S.E. students and 100 randomly selected regular grade 9 students rank in order of importance to their lives and define the meaning of the following nine things: happiness, freedom, love, family, health, pleasure, education, job and money.

Three things, "education," "job" and "money" were given different rank positions by the two groups. The remaining six things were given almost the same rank positions by both groups. The L.S.E. students placed "job" in the fifth position while the control students placed "education" in the fifth position. The L.S.E. students placed "money" in the sixth position while the control students placed "job" in the sixth. And finally, the L.S.E. students placed "education" in the eighth position while the control students placed "money" in the eighth position.

The L.S.E. students place more importance on "job" and "money" than "education," while the control students place more importance on "education" than "job" and "money."

Both groups felt that "family" and "love" were the most important things in their lives.

Both groups gave similar kinds of meanings for the seven things, "happiness," "freedom," "love," "family," "health," "pleasure" and "money." However, the meanings provided for "job" and "education" were somewhat different for the two groups.

While 82% of the control students felt that "education" meant learning or job preparation, only 42% of the L.S.E. students gave those meanings. Almost one-quarter of the L.S.E. students, on the other hand, gave a negative connotation to the meaning of "education," saying that "education" meant very little, was a waste of time, or was something one should have a choice about.

For the L.S.E. student group, "job" was as likely to mean money as it was to mean responsibility. For the control student group, "job" was more likely to mean money and less likely to mean responsibility.

The relative importance which the L.S.E. students place on "education" and "job," as found in this section, is consistent with other sections of this report. This serves to validate, in part, the instrument described in this section and to reinforce the report's findings.

CHAPTER IV

STUDENTS' SELF-CONCEPT

Do students who have a desire to leave school at fourteen or fifteen years of age possess negative feelings about themselves and their abilities to succeed in their academic endeavours as compared to students who choose to continue with their education? Do they feel unworthy in their relationships with their peer group, or do they have a poor self-concept which has developed as a result of their family situation? Dr. Stanley Coopersmith at the University of California defines self-esteem as follows:

> *"By self-esteem we refer to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval and indicates the extent to which the individual believes himself to be capable, significant, successful and worthy. In short, self-esteem is 'a personal judgment' of worthiness that is expressed in the attitudes the individual holds toward himself."*
>
> (Coopersmith, 1967, p. 5)

The purpose of this portion of the study was to test the hypothesis that there is no difference between the means, on a measure of self-concept, of L.S.E. students and regular grade 9 Toronto students against the alternative hypothesis that they are different.

The Instrument

An examination of the students' self-concept required an instrument which was valid for students in their early teens (some of whom could have reading problems) and which could be self-administered. It was essential that the instrument measure self-concept as related to school and the investigators decided that it would be highly desirable to measure self-concept as related to home and perhaps peer group.

The investigators examined a number of self-concept inventories and selected the IOX Self Appraisal Inventory (see Appendix G). This inventory, developed by the Instructional Objectives Exchange of the University of California at Los Angeles, is composed of eighty statements; each item requires either a "TRUE" or a "FALSE" response. For each statement, one point is scored for the appropriate response ("TRUE" or FALSE") connoting a high self-concept. Therefore, the maximum possible score on the IOX is eighty. The items on the inventory also yield subscores on four dimensions of self-concept:

(1) Family, i.e., one's self-esteem yielded from family interactions;

(2) Peer, i.e., one's self-esteem associated with peer relations;

(3) Scholastic, i.e., one's self-esteem derived from success or failure in scholastic endeavours; and,

(4) General, i.e., a comprehensive estimate of how the self is esteemed.

Method of Data Collection

L.S.E. Students

The L.S.E. advisors were asked to give (administer, if they so chose) the self-concept instrument to students when they entered the L.S.E. program during the time period beginning in September, 1977 and ending in March, 1978. This resulted in a total of 103 usable responses to the questionnaire (some students neglected to respond, while others were incapable of responding due to reading problems, etc). Of those who responded, 46 were male, 46 were female, and sex was not recorded for 11 students.

Control Students

A simple random sample of 200 regular grade 9 students was chosen and also asked tc complete the self-concept instrument. Since only 100 students were needed for the control group, the first 100 completed questionnaires which were received were selected for analysis. Of those who responded, 47 were male, 47 were female and sex was not recorded for 6 students.

Method of Data Analysis

A total self-concept score and four subscale self-concept scores were calculated for each L.S.E. student and each control group student. Any student who had missed an entire page and/or twenty consecutive questions was not considered in the analysis.

Means and standard deviations were calculated for the total score and the four subscale scores for each group.

Finally, t-tests were performed on the five different scores to test the hypothesis.

Results

The means and standard deviations for the four self-concept subscales and the total score for the L.S.E. students and the control students are shown in Table 103.

Five t-tests were performed to test the hypothesis that the differences between the five sets of means of the two groups were equal to zero against the alternative hypothesis that they were different from zero. The hypothesis was tested at the .05 level of significance. The hypothesis that the difference between the means was equal to zero was rejected for the total self-concept scale, the family self-concept subscale and the school self-concept subscale. The t-tests were two-tailed but an examination of the means revealed the direction of the significant differences. The L.S.E. students had significantly lower self-concept total scores, significantly lower family self-concept scores, and significantly lower school self-concept scores than the control students.

TABLE 103

MEANS AND STANDARD DEVIATIONS ON THE SELF-CONCEPT MEASURE FOR THE L.S.E. STUDENTS AND THE CONTROL STUDENTS

Scale		L.S.E. Students (N = 103)	Control Students (N = 100)
Family	-- mean	13.291*	15.040
	-- standard deviation	3.872	3.357
Peer	-- mean	14.330	13.860
	-- standard deviation	3.216	3.949
School	-- mean	8.971*	12.400
	-- standard deviation	3.912	4.151
General	-- mean	14.350	14.750
	-- standard deviation	3.301	3.729
TOTAL	-- mean	50.942*	56.050
	-- standard deviation	10.125	11.993

* The mean for the L.S.E. students is significantly lower than the mean for the control group ($p \leq .05$).

Summary

The results of administering a measure of self-concept to 103 L.S.E. students and 100 control regular grade 9 students and comparing the mean scores showed that the L.S.E. students had total self-concept scores statistically lower than the control students. A closer examination of the mean scores of the four subscales (family self-concept, peer self-concept, school self-concept and general self-concept) revealed that the family and school subscales were contributing to the difference.

It seems then that the L.S.E. students feel less worthy and judge themselves to be less capable, significant or successful particularly with respect to school and family matters than the control students.

CHAPTER V

SCHOOL ATTENDANCE

This section compares attendance data of a control group of regular grade 9 students with the sample of L.S.E. students.

The control group was made up of 200 students randomly selected from all grade 9 students attending Toronto high schools during the 1977-78 academic year (this is the same control group which was used in other parts of the study).

The L.S.E. sample of students used for this part of the study included all the 645 students who were identified by the L.S.E. advisors and who were part of the L.S.E. program between September 1, 1976 and March 30, 1978.

Absenteeism rates were calculated for two academic years (1974-75 and 1975-76) for both groups of students. These two years were chosen because --

(1) the majority of L.S.E. students would not yet have joined the L.S.E. program in these two years; and,

(2) data for earlier years were not available from Computer Services. This meant that for most of the students of both groups, the attendance data were that of grades 6 and 7.

For the 200 control students, usable data were available from Computer Services for 112 students in the academic year 1974-75 and 97 students in the academic year 1975-76.

For the 645 L.S.E. students, usable data were available for 322 students in the academic year 1974-75 and 435 students in the academic year 1975-76.

Absenteeism rates were calculated for all the students by using the following formula:

$$\frac{\text{number of days absent}}{\text{number of days absent + number of days present}} \times 100 = \underline{\qquad\qquad}$$

The denominator of this formula is, more simply, the number of days enrolled in a Toronto School Board school.

The data are presented in Table 104 which shows the number and percentage of both groups of students who had absenteeism rates for the two years which fell in the four categories 0 to 25%, 26 to 50%, 51 to 75% and 76 to 100%. The means, medians and standard deviations are also shown.

It is obvious that the L.S.E. students had higher rates of absenteeism than the control students. The average rates of absenteeism for the control group for the two years were 11.52% and 6.76% while the average rates for the L.S.E. students were 14.28% and 26.19%.

Summary

School absenteeism rates were calculated for L.S.E. students and for a control group of Toronto regular grade 9 students for the two school years 1974-75 and 1975-76 when the majority of the students would have been in grades 6 and 7. For both years, the L.S.E. students had a higher average rate of absenteeism than the control students.

TABLE 104

RATE OF SCHOOL ABSENTEEISM FOR L.S.E. STUDENTS AND CONTROL STUDENTS FOR 1974-75 AND 1975-76

Absenteeism Rate (Percentage of days enrolled for which student was absent)*	Control Students 1974-75		Control Students 1975-76		L.S.E. Students 1974-75		L.S.E. Students 1975-76	
	No.	%	No.	%	No.	%	No.	%
0 - 25% absenteeism	48	42.90%	57	58.80%	88	27.30%	46	10.60%
26 - 50% absenteeism	33	29.50%	28	28.90%	98	30.40%	85	19.50%
51 - 75% absenteeism	16	14.30%	7	7.20%	91	28.30%	124	28.50%
76 - 100% absenteeism	15	13.40%	5	5.20%	45	14.00%	180	41.40%
Mean Rate of Absenteeism		11.52% **		6.76%		14.28%		26.19%
Median Rate of Absenteeism		5.96%		3.11%		9.58%		20.35%
Standard Deviation of Rate of Absenteeism		15.28		10.44		14.24		20.80
Number	112		97		322		435	

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* The procedures for these calculations, as is outlined, does not match the procedures used to calculate average attendance by school and are therefore NOT directly comparable.

** Data were examined and about a dozen students did indeed have unusually poor attendance records in 1974-75 which were greatly improved the following year.

CHAPTER VI

SUMMARIES OF FIFTEEN RANDOMLY SELECTED INTERVIEWS

The investigators felt that this report which is rather statistical in nature would be balanced by a presentation of summaries of a few interviews which would tell complete stories as told by the students during the interviews. Fifteen interviews were selected by first establishing frequencies of response according to ten reasons given for leaving school, according to sex and according to whether or not the students were born in Canada. This resulted in forty groups of students (Table 105). A decision was made to choose four students who gave the first most frequent reason for leaving school, two students who gave the second and third most frequently given reasons, and one student for each of the other seven reasons. The number of interviews selected in each category were in proportion to the number of students who gave each reason for leaving school. Final selection of each student interview was done on a random basis. Each • in the table indicates a cell from which a student was chosen. The students' names are fictitious.

TABLE 105

CHARACTERISTICS OF FORTY STUDENT GROUPS FROM WHICH INTERVIEWS WERE SELECTED

First Reason for Leaving School	Born in Canada		Not Born in Canada		Total Number of Interviews
	Male	Female	Male	Female	
Disliked school/bored with school	45●	36●	36●	15●	4
Desire to work	24	11●	16●	6	2
Financial (family, personal)	7●	5	29●	16	2
Wasn't doing well/not learning	11	2●	3	5	1
Playing off/couldn't hack it/sleeping in	16●	12	6	1●	1
Problems/troubles (family or personal)	7	6	1●	1	1
Disliked teachers/teachers wouldn't help	7	4	2	1	1
Sickness/death	2	1	3●	3	1
Desired course not offered	2	2	1●	0	1
Miscellaneous	8	11●	9	2	1
TOTAL NUMBER OF INTERVIEWS	(3)	(4)	(6)	(2)	(15)

Jim

Jim was born in Canada and learned to speak English first. He lived with his stepfather (a prison worker) and his mother (a housewife) and had four siblings. Jim had been studying at Level 3 in grade 9 when he joined the L.S.E. program. He had attended three schools since he started school -- none outside Metro Toronto and none in the Separate School Board. Jim had never had problems with the police and had never been in juvenile court.

Jim wanted to leave school because "I didn't like school. I was bored. I didn't like science and history. I was kicked out for a while." Although leaving school was his own idea, his parents agreed with him, realizing that he was probably not going to pass since he was playing hooky a lot -- "they didn't really care." Jim didn't know the guidance counsellor at his school and his teachers said "nothing." His friends also said "nothing" -- a lot of them were out of school. Jim's school principal said the L.S.E. program would be good for him. (Jim didn't know who first suggested the program.) His social worker thought he should go back to school but helped him find a job.

Jim said he liked "math and shops." He said he liked math because "I was good at it." He disliked science because "I didn't want to learn about science," and disliked geography and history because "I didn't want to learn about that." When asked why he went into Level 3 he said, "I don't know. It was easier than Level 4 and 5." When asked what he disliked about that level of instruction he said, "Nothing, except for the odd class." The thing he disliked about school in general was that he never got physical education in first term. Jim felt that math helped him to get a job because "I was good at it and I knew what I was doing." He could not name a course that he would have liked to have studied but was not offered at his school and could suggest no changes that would have made school more interesting -- "I was bored all the time sitting in class all day." He felt school could have been more helpful because "there were always people clowning around and I couldn't work."

At the time Jim was interviewed he had been unemployed for two weeks and was looking for a job as a short order cook. He had had two jobs since he joined the L.S.E. program and had been laid off from both. The first was as a busboy for seven weeks where he worked for 25 hours a week and earned $2.85 an hour, and the second was as a short order cook for 24 weeks where he worked for 40 hours a week and earned $3.00 an hour. He had not worked overtime. Jim liked his last job as short order cook better than school and said the job had made him feel better because "I haven't thought about school." He felt the job had made him independent because "I'm working and getting money" and mature because "It's better now -- I'm smarter now." He liked his boss -- "I got along with him. I went to his house." -- and felt the people at work were nice but "some of them are too bossy." Jim felt the job had helped him to prepare for the future because "It made me happy. I could do what I wanted. I could have a good time." Jim reported that he would not be interested in farming, housecleaning or gardening, hoped to get $2.85 an hour at his next job, and would be willing to travel up to 3/4 of an hour to get to work. He said he would rather work than be on welfare or unemployment, because "I wouldn't want to be a bum."

Jim reported that he did not intend to get more education and felt that he might be a bartender at age 20. He felt the most important thing in life is "the people you deal with -- your family and friends."

Jim thought the L.S.E. program was "a good program." "It got me out of school. I found a job." He had recommended it to someone else and said that the people running the program were "great." "They are nice people." He could think of no way to improve the program.

Finally, Jim said he still saw his school friends and felt he would be welcome back at school to attend regular classes but not just to drop around and see people. He was taking instruction in hockey, baseball, swimming and golf as well as a life skills program. Of the life skills program he said, "It was pretty good. At first everyone laughed but then it got serious."

Louise

Louise was born in Canada and learned to speak English and Hungarian at the same time. She lived with both parents -- her father was unemployed and her mother didn't work outside the home and did not speak English. Louise was in grade 9 when she joined the L.S.E. program -- she didn't know what level she was in. She had attended five schools since she started school -- one outside Metro Toronto. She had attended the Separate School System. Louise had had problems with the police twice and had been in juvenile court once. She had three older brothers and sisters.

Louise said she wanted to leave school because "I wasn't interested in it no more. I used to like it, but last year I was in school 12 hours a day and worked on weekends. I started to get too tired." Leaving school was her own idea; no one agreed with her. Her probation officer suggested the L.S.E. program to her. Louise did not talk to her teachers or guidance counsellor about leaving school. The vice-principal at her school did not want her to leave and her social worker asked her if it was a wise idea. Her father said, "If I didn't want to go he wouldn't force me," and her friends "didn't even know."

Louise said she liked math because "I just liked it. I always liked it," and industrial arts because "I like things like that." She disliked English because "some of the stuff you have to do is too hard," and science because "I don't like the hard things." She also disliked history. When asked what she liked and disliked about school in general, she could give no specifics. Louise felt that learning how to be a cashier helped her get a job because "it learned me how to work machines" as well as mathematics "if I get a job where you have to know a lot of math." She did not name a course which she would have liked to have studied but was not offered at her school. When asked what changes would have made school more interesting, she said "I don't know. You've got me there," and what changes would have made school more helpful she said, "Smaller classes are better. At _____ school the classes are too big, you don't get enough attention." Louise did not tell anyone this because "I didn't really know what to say."

At the time Louise was interviewed she had not had a job since she joined the L.S.E. program (one week) because "I've been sick." She said she was looking for a cashier job or a sales clerk job. She said she would not work outside in the winter time, do housecleaning or do general sales. She expected to get $2.75 an hour and did not estimate the length of time she would be willing to travel to work.

Louise reported that she expected to get more education -- probably grade 12 at a day school. She wanted to concentrate on commercial and typing. She hoped to go back the following year. She said she expected to be a cashier at age 20 and preferred working to being on welfare or unemployment because "If I was on welfare, I wouldn't feel comfortable. I like to do something, not just sit around."

Louise felt that the most important thing in life was "getting myself together" and that a job would help her do this because "if I have a small difficulty, I make it into a big thing. I have to co-operate with people on a job. It's good for me." She also felt that more education would help her get herself together.

Louise reported that the L.S.E. program was good and did not state any way to improve it because "I've only been on it a short time." When asked about the people who run the program she said, "I like the way I've been treated."

Louise said she still saw her school friends and felt she would be be welcome back at her last school to attend regular classes but wasn't sure whether she'd be welcome back just to see people. She was not taking any other instruction and had not taken any pre-employment or life skills programs. She planned to take piano lessons in the future.

Dinarte

Dinarte was born in Portugal and learned to speak Portuguese first. He was living with both parents and had two siblings. His father was working as a factory worker and his mother was a housewife. Dinarte had attended seven schools since he started school -- two outside Metro Toronto. He had not attended the Separate School System. He said he had had problems with the police four times and had been in juvenile court twice.

Dinarte had dropped out of an ordinary grade 7 class and had been placed in a grade 9 class (he couldn't remember what level). He said he never went to high school because "I didn't like ______ school." Leaving school was his own idea and his parents agreed with it because "I wasn't doing well in school." Since he never went to the high school, he had not talked to his teachers, guidance counsellor, principal or vice-principal about leaving school. His social worker said it was up to him and his friends said nothing -- most of his friends were also out of school. He couldn't remember who had suggested the L.S.E. program to him as an alternative to going to school.

When Dinarte was asked what he liked about school, he said "nothing" and when he was asked what he disliked about school, he said "the people and the ways of the school." He had no comments about the level of instruction or the courses (he never attended high school). However, of the previous school where he had been in grade 7, he said, "At the other school we had the same teacher all day -- it was a very small school and we didn't have many subjects." He could think of no courses which helped him to get a job and he could think of no courses which he might have liked to have studied but were not offered at his school. Dinarte felt that a change in "the people" would have made school more interesting for him -- "that school is for dummies." He didn't know what changes would have made school more helpful. Since he did not attend the school, he did not communicate his feelings to anyone in the school.

Since joining the L.S.E. program, Dinarte had had two jobs. The first was as a factory worker for twelve weeks where he worked a 40 hour week and got $3.00 an hour -- he was fired. The second was a loading/shipping job which he had had for 24 weeks with the same hours and pay as the first. He couldn't recall whether he had worked overtime or not. Dinarte said that he would not be willing to do work outside or to do housecleaning, gardening, general sales but perhaps would work at take-out food places.

Dinarte reported that he liked his loading job and sometimes liked it better than school. He felt the job had made him feel better than going to school but "I am trying to get a better job." He didn't know whether the job had made him feel independent and felt that maybe it had affected his maturity because "I can take care of myself." When asked what he liked and disliked about his boss, he said, "I don't like him. I don't talk to him. He doesn't pay me enough." When asked what he liked and disliked about the other people at work, he said, "Some people are okay. I dislike them when they tell me what to do." He felt that the job had helped him prepare for the future because of the "money." Dinarte said he would rather work than be on welfare or unemployment and said "I better stick to my job."

Dinarte didn't know if he would get more education and expected to be doing the same thing (shipping/loading) at age 20. He didn't really know what the most important thing in life was for him.

Dinarte said that the L.S.E. program had not really caused any changes in his life and that he had not recommended the program to anyone else. He had no other opinions about the program or the people running the program.

Finally, Dinarte said he no longer saw his school friends and missed them. He did, however, feel that he would be welcome back at his last school to either attend regular classes or to just drop around and see people. He was not taking any other kind of instruction or life skills program and did not plan to take anything in the future.

Sonia

Sonia was born in Portugal where she learned to speak Portuguese first. She lived with both parents and had four siblings. Her father was a restaurant chef and her mother was an office cleaner. Sonia had been studying at Level 2 in grade 9 when she joined the L.S.E. program. She had attended four schools since starting school, all of which were in Metro Toronto. She had attended the Separate School System. Sonia had never had problems with the police and had never been in juvenile court.

Sonia wanted to leave school because "I didn't like school. The teachers were mean." Leaving school was her own idea - nobody agreed with her. He parents didn't like it and her friends, guidance counsellor and school principal wanted her to go back to school. Her teachers said nothing and she didn't know how her social worker felt. A Portuguese teacher suggested the L.S.E. program to her.

The thing Sonia liked about the school was "my friends" and the thing she disliked about school was "the teachers - I got shy every time they told me why I didn't do my work." When asked why she went into Level 2, she said she liked the math at that level of instruction and disliked the spelling.

The courses Sonia liked most were arts because "I can do good things," cooking because "I know how to do it," and math because "I know better than other things." The course she disliked most was spelling because "the teacher was mean." Sonia said she wanted to be a nurse and felt that none of the courses she was taking would help her be a nurse - she would like to have taken a course in nursing but it was not offered at her school. She didn't know what changes would have made school more interesting for her and when asked what changes would have made school more helpful, she said, "If the teachers were nicer - they talked too loud - they called my attention and I got shy." She had told the school nurse about this and the nurse had suggested that she not go to spelling classes any more.

Sonia had had one job since joining the L.S.E. program. She had been a cleaner for 14 weeks, worked an average of 25 hours a week and earned $3.15 an hour. She had worked overtime and received pay for it. When asked about the kinds of work she would be willing to do, she said she would not do work outside, farming, shift work or take-out food work. Sonia said she liked her cleaning job - she particularly liked it more than school. She felt that having the cleaning job made her feel better because "nobody bothers me - I do my work - there is no teacher shouting at me." She didn't know whether the job had made her feel more independent and didn't think the job had affected her maturity - "I'm just working." She did not like her boss, "He is mean - he fights with everybody." She liked the people at work - "They're nice, friendly - there is a girl, she is 15 - she also quit school." However, she disliked the people at work "when they talk about me leaving school so early." Sonia did not think the job was helping her to prepare for the future because "I don't want to be here forever."

Sonia did not expect to get more education and expected to be either doing factory work or to be married at age 20. She felt that work was the most important thing in life until she got married.

Sonia didn't feel that the L.S.E. program had caused any changes in her life - she didn't seem to know much about the program and said that no one had talked to her. She had not recommended the program to anyone and had no suggestions for its improvement.

Sonia reported that she still saw her school friends and felt that she would be welcome back at her last school to either attend regular classes or to just drop around and see people. She had not taken a life skills program. She was not taking any other form of instruction and did not intend to in the future.

Jill

Jill was born in Canada and learned to speak English first. She was married and lived with her husband - a stock manager. Both of Jill's parents were alive. Her father owned an auto body shop and her mother was a housewife. She had two siblings. Jill had been studying at Level 3 in grade 9 when she joined the L.S.E. program. She had attended four schools since beginning school, all in Metro Toronto and none in the Separate School System. She had never had any problems with the police and had not been in Juvenile court.

Jill wanted to leave school because "I wanted to get a job and make money." Leaving school was her own idea and "no one agreed but they went along with it - they wanted me to get a good education." A social worker at the Board of Education suggested the L.S.E. program to her. Her parents wanted her to be sure it was what she wanted and then they said "okay." She didn't talk to her principal or vice-principal about leaving school and her teachers didn't know. The social worker "asked me why I wanted to leave" and the guidance counsellor "said she would be there and would speak for me." Her friends, however, did agree.

Jill most liked art and home economics because "they are interesting" and math because "I just like doing it." She disliked history because "I couldn't get into it, it was the past and I didn't need it" and geography because "I didn't understand it - altitude and all that." When asked what she liked and disliked about school in general, she said that she really wasn't interested in anything but really didn't dislike anything either. Jill felt that none of the courses she had taken helped her get a job because "I usually have training on the job." She said she would like to have had a course in keypunching but it was not offered at her school -- she felt this would have made school more helpful. She didn't tell anyone this because "It didn't really seem to matter." She wasn't sure what changes would have made school more interesting. When asked why she went into Level 3 she said "I didn't go into it really, but they put me into it. I didn't make it into another level." She didn't know what she liked about that level since she was hardly ever there but said "It just didn't agree with me. I didn't like the subjects that much."

Jill had had two jobs after joining the L.S.E. program, although she had been unemployed and looking for a job for a week at the time of the interview. Her first job from which she had been laid off after 20 weeks was as a waitress at which she worked a 70 hour week and earned $3.00 an hour. She quit her second job as an office worker because she didn't like it - she had had the job for 12 weeks, worked a 40 hour week and made $3.65 an hour. She had worked overtime and had been paid for it. She liked her last job better than school. She said "I like to bring home money." She felt that the job had made her feel more independent because "I know I have my own money. I can buy what I want." She also felt the job had affected her maturity because "I can't act silly like in school - I have to act more older." She felt her boss was "a very nice man" and of the people at work she said, "some are very nice and polite and some gossiped about everyone else." She also felt that the job had helped her prepare for the future because "now I have more experience."

At the time of the interview, Jill was looking for another job in an office or as a waitress. She said she would not take a part-time job, would not work outside, do farm work, shift work, factory work, housecleaning or gardening. She expected to get $3.00 an hour and preferred not to travel for more than 1/2 hour to get to work.

Jill felt that the most important thing in life was happiness and believed that both a job and more education would contribute to her happiness. She expected to get more education at night school learning keypunching. She didn't know how much education would be involved but hoped to begin the next year.

Jill couldn't say what she expected to be doing at 20 but said she preferred working to being on welfare or unemployment because "sitting at home all day is not right - there is not much to do."

Jose

Jose was born in Portugal and learned to speak Portuguese first. He lived with both parents - his father did cleaning and his mother was a housewife. He had three brothers and sisters. Jose had attended two schools since starting school, none outside Metro Toronto and none in the Separate School System. When Jose joined the L.S.E. program, he was in a New Canadian grade 8 class. He had had no problems with the police and had not been in juvenile court.

Jose said he did not really want to leave school, "I like to be in school, but I can't do the school work when I worked part-time. I wanted to leave for full-time work." He said that leaving school was his own idea and that nobody really agreed with the idea. His parents disagreed at first but then said "If I'm going to work then I better not go to school because I can't do my work." His teachers and social worker said "okay," his guidance counsellor said "nothing" and he didn't talk to his school principal or vice-principal. He said he didn't tell his friends about his decision to leave school, "They don't know." A friend from another school suggested the L.S.E. program to Jose.

Jose told the interviewer that he liked everything about school - he particularly liked typing. He said he liked the New Canadian class because he was learning to speak and write English - there was nothing he disliked about that class. Jose liked typing because "it's good for a job for me." He also liked mechanics because "when I was in Portugal, my father had a garage. I want to help." He felt that both of these courses would help him get a job. There were no courses he disliked and no courses which he might have liked to have taken but were not offered at his school. When asked what changes would have made school more interesting, he said "more shops and if I could take typing more." He didn't tell anyone about this because "I don't talk about school to anyone." He couldn't say what changes would have made school more helpful.

At the time of the interview, Jose had been working at a cleaning job for 5 weeks. It was his first job after joining the L.S.E. program and had a 40 hour week which paid $3.40 an hour. He had not worked overtime. He said he liked the job but he did not like it more than school, "the job is not better than school - at school you learn - you don't just work." Jose did not feel more independent with the job because "I was working before anyway" and the job had not affected his maturity because, "the job is not too heavy - I've got a union to look after me." He did not feel the job would help him prepare for the future because "that's not the kind of job it is." Of his boss, Jose said, "He is a good boss - he doesn't say to do too much work - he says to take it easy and do it well." He felt there were "a few nice guys" at work and could think of nothing he disliked about his boss or about his fellow-workers.

Jose told the interviewer that he would not be willing to do part-time work, outside work during the summer, farm work, factory work, housecleaning, gardening, take-out food work or general sales.

Jose expected to get his grade 12 but he couldn't say when. He felt that a "good job" was the most important thing in life and expected to be doing typing at age 20.

When asked if the L.S.E. program had caused any changes in his life, Jose said, "Yes - I belong with my family - not a school." He felt that the L.S.E. program was good and said the people running the program had treated him "well." He made no suggestions for improving the program and had not recommended it to anyone.

Jose no longer saw his school friends and missed them. He felt he would be welcome back at his last school to either attend regular classes or to drop around and see people. He had not taken a pre-employment or life skills program and was not taking any other type of instruction. He planned to take typing in the future.

Domingos

Domingos was born in Portugal and learned to speak Portuguese first. He lived with both parents - his father was a janitor and his mother did cleaning. He had four siblings. He had never had any problems with the police and had never been in juvenile court. When he joined the L.S.E. program he was in grade 9 but did not know the level of instruction. Domingos had attended four schools since starting school, two of them outside Metro Toronto. He had attended the Separate School System.

Domingos said he wanted to leave school and further explained that "I had to leave school - we were living at my sister's house - my father needed help to buy a house." Leaving school was his own idea. His parents weren't really mad but not pleased, "They left it up to me - my father agreed and said okay, get off and get a job." Domingos said he didn't have any friends and didn't speak to a teacher, a guidance counsellor, a social worker, a principal or a vice-principal about leaving school. A L.S.E. advisor suggested the L.S.E. program to Domingos after a Portuguese lady at the school had told his mother about the program.

Domingos liked carpentry because "I like to do it." and disliked biology because "what's the use of knowing?" The thing he liked most about school was the carpentry shop. Domingos did not suggest anything that would have made school either more interesting or more helpful. He did not name any courses that had helped him get a job - "I got the job myself" and did not name any courses which he would have liked to have studied but were not offered at his school.

Domingos had had four jobs after he joined the L.S.E. program and was employed at the time he was interviewed. His first job was as a carpenter where he worked a 40 hour week and earned $2.65 an hour before deductions. He had the job for a year but was laid off when the company went broke. His second and third jobs were both cleaning jobs; he held each for 12 weeks and each was a 40 hour week. He quit the first cleaning job because he was earning $3.00 an hour and needed more money. He was fired from the second cleaning job because he was smoking - he had been making $3.50 an hour. His last job which he had had for 10 weeks was also as a carpenter - he was working a 40 hour week and was earning $4.00 an hour. Domingos said he liked this job but did not like it more than school and added "If I have a job part-time over $100.00 a week I would go back to school." When asked whether he felt more independent with the job he said, "I still think about school - I work so hard." When asked whether he felt the job had affected his maturity, he said "I don't know." He did not think that the job would help prepare for the future "because if I work there that's all I ever know how to do." Domingos said that he hardly talked to the boss he had at the time we interviewed him so could not say whether he liked or disliked him. He thought the people at work were "nice." Domingos had worked overtime and had received pay for it. When asked what kinds of work he would be willing to do, he said he would not do work outside in the winter time, farm work, shift work or housecleaning.

Domingos said that he did not expect to get more education and when asked what he expected to be doing at age 20 he said "If I don't learn something - the same thing as now." Domingos felt he would rather work than be on welfare or unemployment because "I don't want to stay at home and get bored." He had no opinion about what is the most important thing in life.

Domingos felt that the L.S.E. program had not really caused any changes in his life. He felt the L.S.E. program was not a good program because "when you're in school you think about getting out but after you wish you could go back." He couldn't remember how the people running the program had treated him and had not recommended the program to anyone. He had no suggestions for its improvement.

Domingos no longer saw his school friends and did not miss them. He felt he would be welcome back at his last school to either attend regular classes or to just drop around and see people. He was not taking any other instruction and did not intend to in the future. He had not taken a pre-employment or life skills course.

Anton

Anton was born in Canada and learned to speak Portuguese first. He was living with his mother who was a kitchen worker. He had two siblings. He was in grade 9, studying at Level 4 when he joined the L.S.E. program. Anton had attended four schools since beginning his school career, none outside Metro Toronto and none in the Separate School System. Anton had had no problems with the police and had not been in juvenile court.

Anton said he did not want to leave school but "I had to help my parents (mostly my mother) - I wanted to take a course in electronics." Leaving school was his own idea and his mother agreed because "they needed help." His teachers and friends said "nothing" about his leaving school and his social worker, guidance counsellor and principal said "It's my choice." Anton didn't know who the person was who had suggested the L.S.E. program to him.

Anton liked math because "I was good in it - I was taking grade 10 math," industrial arts because "I had good progress - I liked it," and science because "you learn about the world." He disliked history because "I wasn't interested in it," spelling because "I didn't know much about it," and reading because "it's all right but I didn't know some of the big words."

When asked what he liked and disliked about school, he said "I like working there," and "I don't really dislike anything." He reported that he went into Level 4 because "I wanted to take a course to become an electrician." He felt that the level was "okay" and there was nothing he disliked about it. Anton felt that industrial arts and shops or electrician courses would help him get a job, the former because "you're working on wood - it's practical" and the latter because "you can do it for life." He could think of no courses which he would have liked to have studied but were not offered in his school, and he could think of no changes which would have made school either more interesting or more helpful.

Anton was employed when the interviewer talked to him and had had two jobs since joining the L.S.E. program. He quit his first job in shipping after 20 weeks to get a better job - it was a 45 hour week and he was making $3.00 an hour. His second job was to do with construction. He had had it for four weeks and was earning $4.50 an hour with a 40 hour work week. He had worked overtime and had received overtime pay. Anton reported that he liked his job - he particularly liked it more than school. He felt the job had made him feel better because "I am helping my parents - they brought me up to this age and now I help them." He did not think the job had made him feel independent because "I'm getting money from my parents," but he did think that the job had affected his maturity because "that's what I have to do for life - work." He also thought the job was helping him prepare for the future - "If I got married, I'd have some money." Anton seemed to like his boss, "I get along good with him - he doesn't bother me too much," and the other people at work, "We all get along well - I do no trouble." He did not say anything he disliked about either his boss or the other people at work.

When asked what kinds of work he would be willing to do or not do, Anton said he would not work part-time, do outside work in the winter time, do farm work, shift work, factory work, housecleaning, gardening, take-out food work, or general sales.

Anton told the interviewer that the most important thing in life is work - he did not expect to get more education. He said he'd rather work than be on welfare or unemployment because "That's why I got out of school and that's why I have to work." He expected to be an electrician or carpenter at age 20."

Anton thought that the L.S.E. program had not caused any changes in his life. He thought it was a good program, did not think of a way to improve it and said the people running the program had treated him "okay." He had recommended the program to someone else.

Anton still saw his school friends but did not feel that he would be welcome at his last school to either attend regular classes or to drop around just to see people. He had not taken a pre-employment or life skills program and was not taking any other instruction. He planned to take guitar or organ lessons in the future.

Diane

Diane was born in Canada and learned to speak English first. She was living with both parents - her father was retired and her mother was a hairdresser. Diane had thirteen brothers and sisters - she was the second youngest. She had left grade 9 to join the L.S.E. program (she didn't know the level of instruction). She had attended three schools since she started school - none outside Metro Toronto. She had attended the Separate School System. Diane had had no problems with the police and had not been in juvenile court.

Diane wanted to leave school because "I couldn't get along with the teachers. I was failing." Leaving school was her own idea and her mother agreed with the idea, saying "either skip classes or get out - she had no choice." Her parents together said "get a job." The school principal suggested the L.S.E. program to her and said "Good Luck." Her teachers said "Good Luck - if things don't work out, come back to school," her social worker said "if you have a problem, call me" and her friends said "you're lucky." She did not see a guidance counsellor.

When asked what she liked about school, Diane said, "friends, lunches and breaks." When asked what she disliked about school, she said, "the work - I couldn't understand it. It was my fault with the teachers - it was bad news." She liked science because "it was interesting" and gym because "the trampoline was fun and no work." She disliked math because "I couldn't understand it." Diane felt that the typing course would help her get a job because "most jobs require it" as well as the hairdressing course because "Mum's a hairdresser - I would like to do it." She could think of no courses which she would have liked to have studied but were not offered at her school and also could think of no changes which would have made school more interesting and helpful.

Diane had had three jobs after joining the L.S.E. program. The first job in a cafeteria where she did dishes and worked as the cashier lasted for a year. She worked a 40 hour week and was paid $2.50 an hour. Although the boss was a friend, they started fighting and she was out of a job. The second job lasted only a week - she did telephone soliciting for 35 hours, did not get paid and quit because it was a boring job. Her third job was an assembly line worker in a factory. She got fired from that job because "I told this girl I was going to stab her and they fired me." She had been there for six weeks, had been working a 40 hour week and was earning $2.62 an hour.

Diane had not worked overtime on any of these jobs. She said she liked her last job in the factory. She particularly liked it more than school. She said the job had made her feel better because "I don't have to go to school and listen to teachers yakking and I don't have to worry about being expelled - I also don't get paid to go to school." Diane did not feel that the job had affected her maturity because "I am mature - always older than my age." She also did not feel independent with the job because "I pay my parents $15 a week." Diane did not feel that the job was helping her prepare for the future because "They are just shit jobs -- you need to build up for a career." Diane said she never got to know her boss, "He would watch me - I guess he was a nice guy." She thought the other people at work were friendly - they were all her own age.

Diane had been out of work for four weeks when the interviewer talked to her - she said it was hard to find a job. She said she was looking for any kind of job where she could receive training, perhaps in a factory or a cafeteria. She told the interviewer that she would not work outside in the winter time and would not do farm work, housecleaning or gardening. She expected to get $3.00 an hour and was willing to spend up to two hours travelling to work. She said she preferred to work rather than be on unemployment or welfare because "I don't want to be on welfare - working keeps your head busy." She thought the most important thing in life was "surviving" and that the job helped her do this whereas education did not help. She expected to get more education at George Brown College, although she didn't know how much or when. She thought she'd probably be a secretary at age 20.

Diane did not think the L.S.E. program had caused any changes in her life and didn't know whether or not it was a good program. Of the people running the program she said they were "beautiful - nice." She had not recommended the program to anyone else.

Diane reported that she still saw her school friends and felt she would be welcome back at her last school to attend regular classes or to just drop around and see people. She was not taking any other instruction and did not intend to in the future. She had not taken a pre-employment or life skills course.

Leonardo was born in Canada and learned to speak Italian first. He was living with both parents - his father was a maintenance worker and his mother was a housewife. He had four siblings. He was studying at Level 3 in grade 9 when he left to join the L.S.E. program. He had attended three schools since starting school, one outside Metro Toronto. He had not attended the Separate School System. Leonardo reported that he had trouble with the police five times and had been in juvenile court four times.

Leonardo said he wanted to leave school because "I couldn't hack it any more - the teachers mistreated me and the other students - the principal blames me for pressing the fire alarm seven times but I just went to the washroom." He said that leaving school was his own idea and that nobody agreed, "I decided myself and didn't tell anyone - I just quit. My mum thought I was crazy and my dad wanted to know why. My guidance counsellor and I didn't get along - he didn't say anything. My principal wanted me to go to grade 8 and my vice-principal wanted to call the police. My social worker asked me why, said I shouldn't quit and tried to help me. I didn't tell my teachers. Some of my friends said I should go back. Other friends said they would quit too but I told them they'd regret it. I regret it — I feel going to school is better than ten hours at work a day." A social worker had suggested the L.S.E. program to Leonardo.

Leonardo liked math because "it is so easy," history because "I like the subject - it is interesting - but I failed it," geography because "climates etc. are interesting," and gym. He disliked biology because "it is too difficult - you can only get help at 8 a.m.," and drafting because "the teacher is no good." When asked what he liked about school in general, he listed the same four courses just given and when asked what he disliked about school he said "the red conduct sheets where your behaviour is rated 0 to 5. I had to wait in the office half a day and miss my classes." Leonardo made the choice of a Level 3 program of study and said he liked it because "Levels 4 and 5 were too good for me." He disliked that level because "I had difficulties - most of my day I was wasting time in front of offices." Leonardo felt that school would be more interesting "if teachers didn't treat kids so bad" and more helpful "if teachers helped individuals." He told the interviewer that he had suggested these changes to the social worker and she had said she'd try to help but couldn't do anything. Leonardo named no courses which had helped him get a job nor did he name any courses which he would have liked to have studied but were not offered at his school.

Leonardo had had one job since joining the L.S.E. program which he held at the time of the interview. He was working as a supermarket produce worker. He was earning $2.65 an hour and worked a 44 hour week. He had been working for six weeks. He had not worked overtime. While he liked his job, he did not like it more than school and said "I still regret leaving school - I look at part-time workers who are in school and I wish I was too." He didn't know whether he felt more independent with the job but felt that it had affected his maturity because "I have more responsibilities now." He did not think the job was helping him prepare for the future and he said "What's so good about cleaning a supermarket? -- Where can I go? -- Ain't gonna get nowhere." Leonardo liked his boss because "he doesn't show me where I'm supposed to be -- he's okay -- not mean." He also got along with the other people at work and said they were "friendly."

When asked what kinds of work he would be willing to do or not do, he said he would not work outside in the winter time and he would not do farm work or general sales. Leonardo couldn't say whether he preferred to work or be on unemployment or welfare -- he finally said "I prefer whichever is easier." He also couldn't say what he expected to be doing at age 20 -- he thought perhaps carpentry. He expected to get a grade 12 by taking technical courses whenever he could get the chance. He felt that his family and girlfriend were the most important things in his life and did not relate the job or more education to this.

Leonardo felt the L.S.E. program had changed his life because "I never see my parents any more." He said the L.S.E. program was not good because "they shouldn't allow kids to leave school until 16." He felt the people running the program were "okay -- nice people." He had not recommended the program to anyone and didn't suggest how it could be a better program.

Leonardo said he no longer saw his school friends and missed them but felt he would be welcome at his last school to just drop around and see people. He had not taken a pre-employment or life skills course and was not taking any other instruction. He planned to go to night school and take a trade in the future.

Pasquale was born in Italy and learned to speak Italian first. He was living with both parents -- his father was a delivery man who owned his own truck and his mother was a housewife. He had five siblings. Pasquale had attended six schools since beginning school none of them outside Metro Toronto and none in the Separate School System. He had been in grade 9 studying at Level 3 before he joined the L.S.E. program. He had had problems with the police twice but had not been in juvenile court.

Pasquale said he wanted to leave school because "I was down in the office almost every day - I had too much trouble with teachers and principal." Leaving school was his own idea and his parents agreed reluctantly. Pasquale recalled that "my parents got fed up coming to the school to talk to the principal about me - they agreed that I could leave school if I found a job - I'd be better off - but not to become a bum on the streets." He didn't talk to his teachers or guidance counsellor about leaving school. His school principal and vice-principal agreed, saying it was probably best that he calm down for a year and then return. His social worker didn't say anything but "just asked me what I'm going to do." Of his friends, he said "they agreed with me - they want to do the same but parents won't let them." The school principal suggested the L.S.E. program to Pasquale.

When Pasquale was asked what he liked about school, he said "shops and math - just the subjects, nothing else." He liked shops because "the teacher didn't hassle you" and he liked math because "the teacher was all right too." He disliked geography because "the teacher always tells you to get back to work" and history because "I couldn't bother with it - not important - not my taste." Pasquale said he was in Level 3 because "I goofed off in grade 8." There was nothing he liked about that level, "I didn't like the level -- I feel embarrassed about telling people the level." Pasquale said that none of the courses he had taken had helped him get a job and that he would like to have taken mechanics but it wasn't offered at his school and he would like to have taken music but couldn't (reason not given). He did not suggest any changes that would have made school more helpful but thought that school would have been more interesting if he could have taken different shops such as auto body, machine shop and mechanics. He had not mentioned this to anyone because "I didn't have a chance to tell them -- they were too busy -- I couldn't bother going after school."

Pasquale was working in electronics at the time he was interviewed. He had had the job for four weeks and it was the only job he had had after joining the L.S.E. program. He said he had a 45 hour week and his rate of pay depended on how many and what kind of jobs he did (it averaged $2.02 an hour). He had not worked overtime. Pasquale said he liked the job but didn't like it better than school. He said the job had made him feel better because "I've got what I want - I've got time for myself and others - I've got money." He felt the job had affected his maturity because "I feel better with it - I'm proud I have a job." He did not feel independent with the job because "not much has changed -- going to school or having a job is much the same that way." He felt that the job had helped him prepare for the future because "I'll probably stay working with him." About his boss he said, "He's easy to get along with - he doesn't push me around," and about the other people at work he said, "we almost got the same brains - we agree about what we're doing in the shop." There was nothing he disliked about either his boss or the other people at work. When asked what other kinds of work he would be willing to do or not do, he said he would not do farm work, shift work, housecleaning, gardening, general sales or take-out foods.

Pasquale said that the most important thing in life was "to get along with people and trusting them and them trusting you - after that you get everything else." He felt that both his job and more education would help him get this.

Pasquale told the interviewer that he preferred working to being on welfare or unemployment because "when staying home, you don't meet people or learn anything - you don't get to fix T.V. sets." He expected to get more education, if not grade 12 then at least grade 10 (two to four years) but not immediately because "I don't want to drop what I'm doing now." He expected to be doing electronics or mechanics at age 20.

He did not feel that the L.S.E. program had caused any changes in his life. He felt it was a good program and that he had been treated "fairly" by the people running it. He said "it's better than just not going to school and getting marked absent all the time." He made no suggestions to improve the program nor had he recommended it to anyone.

Pasquale still saw his school friends. He felt he would be welcome at his last school to attend regular classes but not to just drop around and see people. He had not taken a pre-employment or life skills course and was not taking any other instruction. He planned to take instruction with drums and car racing in the future.

Maria

Maria was born in Greece and learned to speak Macedonian first. She lived with both parents - her father was a cleaner and her mother had a store job. She had two younger siblings. She had attended five schools since she first began school, all in Metro Toronto and none in the Separate School System. She had been studying at Level 3 in grade 9 when she decided to leave school and join the L.S.E. program. Maria had had problems with the police twice but had never been in juvenile court.

Maria wanted to leave school because "I didn't get along with the teachers but I liked school. It is good to be out and working." Leaving school was her own idea and her mother agreed if she took a correspondence course - Maria said her father doesn't interfere. Maria said she didn't talk to her teachers, principal or vice-principal about leaving school and had never met or seen a guidance counsellor. Both social workers approved of her leaving school and Maria commented that "one friend had dropped out completely but told me I was not allowed to tell anyone about L.S.E. -- if too many kids know about it, there won't be any kids in school." Maria had found out about the program from a friend.

When asked what she liked about school, she said, "typing, lunch time and friends." She liked typing because "I got used to it - never skipped it - loved it." When asked what she disliked about school she said, "some teachers - one girl in class came late and got sent out to the office - it wasn't fair." She also disliked the course hairdressing, "I wasn't interested in it but they didn't have enough room in other classes for me so I chose it." She reported that she was in Level 3 because "I failed grade 7 and was given a choice of going to grade 9 but only Level 3." There was nothing she liked about Level 3 and elaborated by saying, "people call you 'dummy' - I keep my trap shut about going to ______ school - but some people put themselves too high." She felt that typing was a useful course for getting a job, "lots of typists leave work and make room - it is easier to find a job if you can type." She would have liked to have taken a nursing course but it was not offered at her school. She didn't say what changes would have made school more interesting and thought that there was probably nothing that would have made school more helpful. She said, "there would always be something to bug me."

Maria had not had a job after joining the L.S.E. program - she had been out of work for two weeks although she thought she had a job in a restaurant the coming week. If not, she was looking for a job as a salesperson. She expected to get $2.85 an hour and was willing to spend up to two hours travelling to work. When asked what kinds of work she would be willing to do or not do she said she would not do part-time work, work outside at any time of the year, farming or gardening. Maria thought she would prefer working to being on welfare or unemployment because "It is up to welfare how much they send you - you can't buy clothes. With U.I.C. you can't be sure cheques are going to come. Both are a lot of hassles - a job is sure - you know you'll get paid because you worked for it."

Maria thought the most important thing in life is to be loved, "without love nobody can survive." She didn't feel that either a job or more education would help her to be loved.

Maria expected to get more education - she wanted to study at Level 5 and go up to grade 13; however, she intended to complete her grade 10 by correspondence before going back because "the kids are too immature." She expected to be a secretary or a salesperson at age 20.

Maria did not feel that the L.S.E. program had caused any changes in her life, but she said her parents were happier. Maria thought the L.S.E. program was good and didn't know how it could be improved because she had just joined. When asked how she had been treated by the people running the program she said, "really good -- we are close and friendly." She had not recommended the program to anyone.

Finally, she said she still saw her school friends and felt she would be welcome back at her last school to either attend regular classes or to just drop around and see people. At the time she was interviewed, she was taking a typing course by correspondence and intended to take math and English in the future. She had not taken a pre-employment or life skills course.

Carlos

Carlos was born in Portugal and learned to speak Portuguese first. He lived with both parents - his father was a butcher and his mother was a housewife. Carlos was the third oldest of ten brothers. He had attended two schools since beginning school - neither outside Metro Toronto and neither in the Separate School System. When Carlos left school to join the L.S.E. program he was in grade 9 - he didn't know what level. He had never had problems with the police and had never been in juvenile court.

Carlos had several reasons for wanting to leave school. His father was sick with cancer and his mother couldn't work - there were a lot of brothers. He didn't like school, "you get 6 classes a day - you can't remember anything." He also added that "I asked to be transferred to ______ school because it is only two blocks away from my house because I used to go to school and work and it was too tiring. They wouldn't transfer me." Leaving school was his own idea and his mother agreed, saying it was up to him - his parents needed the help. Carlos didn't give any comments from his teachers, guidance counsellor or social worker. He said he had no friends. His principal wouldn't transfer him and agreed that he should leave school.

Carlos said he didn't like anything about school in general and disliked everything. The courses he liked were merchandise because "I work with it in a store," math because "I was learning, if you are merchandising you need it," and science because "you learn things." When asked what courses he disliked he said, "I forget, it has been 1½ years since I left school - I can't remember about all the courses." Carlos could not think of any courses which had helped him get a job nor any changes which would have made school either more interesting or more helpful (aside from the fact that he wanted a transfer and had been refused). He also could not name any courses which he would have liked to have studied but were not offered at his school.

At the time he was interviewed, Carlos had a job as a truck driver and was very happy with it. He had had it for nine weeks, was working a 42 hour week and was making $4.50 an hour. The other job he had had after joining the L.S.E. program was as a busboy - he had held it for 24 weeks, worked a 35 hour week, and received $3.00 an hour plus overtime. He got hurt on the job and quit because he found a better job. Carlos liked his job as a truck driver better than school, "I am very glad at work - no problems at work - I am helping my parents." He felt the job had affected his maturity because "I go to places I have never been before." He felt "freer" and also thought the job was helping him prepare for the future because, "if I get $150, I give half to my mother and half I put in the bank for the future." He felt his boss and the other people at work were "nice" - there was nothing he disliked about them. When asked what other kinds of work he would be willing to do or not do he said he would not be willing to do part-time work, housecleaning or gardening.

Carlos felt that a job and helping his parents were the most important things in life and that more education would not contribute anything - he did not expect to get more education and expected to still be a truck driver at age 20. He said he would rather be working than be on unemployment or welfare because, "I can't be stopped -- I have to be doing something."

Carlos could not say that the L.S.E. program had caused any changes in his life but he thought it was a good program and that the people who were running the program were "nice." He had no suggestions for improving the program and had not recommended the program to anyone.

Carlos no longer saw his school friends and did not miss them. He did not think he would be welcome at his last school to either attend regular classes or to just drop around and see people. He was not taking any other instruction, did not intend to in the future and had not taken a pre-employment or life skills course.

Paulo

Paulo was born in Italy and learned to speak Italian first. He lived with both parents - his father was on pension and his mother was a housewife. He had six siblings. Paulo had attended four schools in his school career - all of which were in Metro Toronto. He had attended the Separate School System. He was in grade 10 when he left school and studying at Level 3. He had never had problems with the police and had never been in juvenile court.

Paulo did not want to leave school and said the reason he left was "they told us we could have any shops we wanted - I didn't get them - I got two I didn't want - I kept asking for the ones I wanted - the teachers were complaining and nobody paid any attention to me - they didn't give me what I wanted - they brought up my old grades and told me I should leave school." He said it was the teachers' idea that he leave school and that the school vice-principal had suggested the L.S.E. program to him. The principal and vice-principal both said "goodbye." He didn't see the guidance counsellor. He said his parents "didn't want me to leave - keep going" and his friends "didn't want me to leave - I lost them all." The social worker talked to his dad but Paulo didn't report what was said.

When asked what he liked and disliked about school in general, Paulo said, "I didn't mind school - it was okay, but they didn't give me anything I wanted - I got upset and didn't learn." Paulo said he went into Level 3 because his grade 8 teacher thought it would be best for him. He said, "the work wasn't too hard, I liked it." There was nothing he disliked about that level of study.

Paulo said he liked three courses, math because "I like numbers - I am good with them," English because "I wasn't a good reader and it could help me," and history because "old things are fun to learn about." There were two courses he disliked - gym because "I sweat a lot and broke out a lot - I hated it," and swimming because "I got headaches and got dizzy." He did not name a course which had helped him get a job or which he would have liked to have studied but was not offered at his school. When asked what changes would have made school more interesting or more helpful he said, "the teachers and principals should all get their stories straight and not tell me two or three different things." He also said "nobody ever listens to me - it makes no difference to them."

Paulo had had one job for 28 weeks after he joined the L.S.E. program. He was working in a carpet warehouse (cutting and rolling), had a 40 hour work week and was making $3.00 an hour. He had worked overtime and received overtime pay. Paulo liked his job - he particularly liked it more than school because "everyone tells you the same thing - no one screams at you for making mistakes - they are all friends." He said he felt more independent with the job because, "I've got my own bank and money in it," and he felt the job had affected his maturity because "in school you feel like a kid - I feel different going to work - I am getting paid for it - I feel more grown up." He also felt the job was helping him to prepare for the future because "I have more money - I can buy a house and car." About his boss he said "he is a nice guy - if I need anything, he helps me, but he yells - he can't hear - you have to repeat what you say." About the other people at work he said, "the foreman taught me a lot but when I work overtime, the foreman gets drunk and I can't work." When the interviewer went through the list of other kinds of work and asked which he would be willing to do, Paulo said he would do any of them. He reported that he would rather be working than be on welfare or unemployment because "I get more money and exercise when I am working -- I am not a bum."

Paulo did not expect to get more education and said he would probably be a small engines mechanic at age 20. He felt the most important thing in life was to "be living and healthy enough to eat." He thought the job would contribute to this but wasn't sure whether more education would contribute. Paolo did not think that the L.S.E. program had caused any changes in his life and had no other comments about the program.

He no longer saw his school friends and missed them and wasn't sure whether he would be welcome back at his last school to either attend classes or to drop around and see people. He was not taking any other instruction and did not plan to in the future. He had not taken a pre-employment or life skills course.

Ruth

Ruth was born in Canada and learned to speak English first. She lived with both parents - her father was a farmer (they moved in and out of the city a great deal) and her mother was a housewife. She had three siblings. She had attended ten or more schools since beginning her school career - at least eight of them had been outside Metro Toronto. She had not attended the Separate School System. Ruth was in grade 9 and studying at Level 3 when she left school to join the L.S.E. program. She had never had problems with the police and had never been in juvenile court.

Ruth wanted to leave school because "it is too much of a hassle - I've got bad nerves - I start hyperventilating and turn purple. I wanted to get a job and start helping my parents." Leaving school was her own idea - her parents agreed, "they said it was a good idea if I calmed down, but they said I needed more schooling. They understood my nerves and my problems." She didn't talk to her teachers, principal, vice-principal or social worker about leaving school. Her friends didn't say too much except "I was stupid." Her guidance counsellor suggested the L.S.E. program to her.

She said she liked math because "I am good at it - it is fun," and art because "my Mom's an artist - I love it." She didn't name any courses she disliked. She said that school in general got on her nerves. She went into Level 3 because "I wanted to go to ________ school," and found that "it was easy for me to do." There was nothing she disliked about that level of study. She felt that offset printing and business machines were the two courses which would help her get a job, the former because "I know how to use printing machines" and the latter because "it helps you to get a cashier job." She could think of no courses which she would have liked to have studied but were not offered at her school and no changes which would have made school either more interesting or more helpful.

Ruth had not had a job after she joined the L.S.E. program (at the time the interviewer spoke to her). She had been unemployed for nine weeks because the family was moving out of the city. When asked what kinds of work she would be willing to do, she said she loved farming but would not do part-time work, shift work, housecleaning, gardening, take-out foods or outside work in the winter time. She said she would rather work than be on unemployment or welfare because "you have more opportunity to meet people and help yourself and your family."

Ruth thought the most important thing in her life was "my family." She felt that a job would help her get this but more education would not help. She expected to get more education by taking correspondence courses, but she didn't know how much or when. She said she couldn't think far enough ahead to know what she planned to be doing at age 20.

Ruth did not believe that the L.S.E. program had caused any changes in her life. She said it was a good program and that the people running the program were "very nice." She didn't know of any changes that would make the program better. She had not recommended it to anyone else.

Ruth still saw her school friends and felt she would be welcome at her last school to either attend regular classes or to just drop around and see people. She was not taking any other instruction and did not plan to in the future. She had not taken a pre-employment or life skills course.

CHAPTER VII

SUMMARY AND DISCUSSION

This chapter is a presentation and a different organization of some of the outstanding findings reported earlier in the text. As in all final summaries, richness of detail and qualifying commentary are forfeited. Therefore, those without time to examine the report in detail should not only read this final summary, but should also look at the other twelve brief summaries given in the report on pages 28, 42, 61, 70, 78, 89, 96, 100, 104, 122, 127 and 129.

This study is about fourteen and fifteen-year-old students who are part of the Toronto School Board's Leaving School Early (L.S.E.) Program. This program which was set up according to Ontario Regulation 159/75 -- Early School Leaving, allows students under the age of sixteen to legally leave school and get a job.

The research study reported here was initiated in 1976 by administrative personnel responsible for the Leaving School Early Program within the Board of Education for the City of Toronto. The purpose of the study was to collect information about the characteristics and opinions of the L.S.E. students which could be used by administrators, trustees, government officials and other personnel in determining how well the program is meeting the needs of the students and which also could be used in future school program planning and future policy-making as related to these students or other students like them.

The information was collected by asking 392 students registered in the L.S.E. program to participate in a 45 minute structured telephone interview. In addition, a smaller sample of the L.S.E. students and a control group of regular grade 9 students were asked to complete a self-concept inventory and a rating scale about important things in life. The information which was sought focussed on the following five sets of questions:

1. What do these students like and dislike about the present school system? In what ways are present school programs and courses satisfactory and unsatisfactory? What changes would make school more interesting and helpful? Why did they leave school? What did other people say about their decision to leave school?
2. What have these students been doing since they joined the L.S.E. program? What kinds of jobs have they had? Have they been unemployed? What kinds of work would they be willing to do? What do they like and dislike about work? Has working made them feel more independent or mature? What changes has work brought about in their lives? What do they like and dislike about the other people at work?
3. What are the students' plans for the future? Do they expect to return to school and get more education? Do they plan to get instruction in other areas such as music and sports. What kind of work do they expect to be doing in the future?
4. What do the students think of the L.S.E. program? What do they think of the people running the program? How could it be a better program? Has the L.S.E. program caused any changes in their lives?
5. What are the students' characteristics such as sex, number of siblings, ethnicity, socio-economic status, self-concept, feelings about what is important in life, school attendance, involvement with the police and courts, etc.?

There is considerable evidence in this report which shows that the L.S.E. students do not like school, do not think education is important, tend to dislike teachers and often tend to have little contact with various school personnel.

A large proportion of the students said they really wanted to leave school and most gave an impression of being quite determined because most said that leaving school was their own idea. The most frequently mentioned reason they gave for wanting to leave school was that they "disliked and/or were bored with school." Several also said they wanted to leave school because they "were playing off/couldn't hack it/sleeping in." Only about half of the students said that they expected to get more education and only about a quarter spoke of getting grade 12, 13 or university and college. When asked to be more specific about what they disliked about school, many mentioned "teachers," "a particular course" or simply said "everything."

The students' negative feelings about school and education were further confirmed in three comparisons which were made with a control group of regular grade 9 Toronto students:

(1) The L.S.E. students had higher average school absenteeism rates for the two academic years 1974-75 and 1975-76 than the control group of students. The majority of both groups of students would have been in grades 6 and 7 during those two years. Although the causes of absenteeism were unknown, the higher absenteeism rates for the L.S.E. students probably reflect negative attitudes toward school.

(2) The L.S.E. students obtained a lower average self-concept score on a subscale of the IOX Self-Appraisal Inventory related to school and scholastic endeavours than did the control students.

(3) When asked to rank nine things often considered important in life from most important to least important, the L.S.E. group of students ranked education in the eighth position while the control group of students ranked education in the fifth position. When asked to state the meaning of education, the L.S.E. students were more likely to say that education "meant very little," "was a waste of time," or "was something one should have a choice about" than were the control students.

Over half of the students reported that they did not talk to a teacher about their desire to leave school; over a third of the students did not say what their guidance counsellor thought about them leaving school; over a third did not say what their principal or vice-principal felt; and about a quarter of the students were unable to report what their social worker said about their desire to leave school.

While the structured interview format selected for the study did not allow time to explore the communication patterns in the Leaving School Early application process, it would appear that some further questions ought to be asked. Are guidance counsellors, principals and social workers sufficiently available and concerned to be able to help in this important life decision? Are the students so "turned off" by their school experience that they cannot approach school personnel to discuss their plans to leave school early? It is interesting that those students who did consult with teachers, guidance counsellors, principals, vice-principals or social workers about their desire to leave school perceived that there was often agreement and/or encouragement to leave school rather than to remain in school.

When the students were asked to describe what changes would have made school (1) more interesting, and (2) more helpful, approximately half of the students did not provide a suggestion for change in response to either question. The students who did have ideas for change were also asked if they had suggested these ideas to anyone. Few had suggested ideas for change to anyone mainly because they felt it was useless and those who did suggest ideas for change to someone received very little satisfaction. What were the changes the students had in mind? The students spoke of teachers and courses, suggesting that the teachers should be different in a variety of ways, and suggesting that there should be more freedom in the selection of courses. Some also suggested that the school work could be more practical and more closely reflect the working world. And, about a third of the students named courses which they would liked to have studied but were not offered at their school. The most frequently mentioned courses were hairdressing, machine technology, typing, auto mechanics and auto body.

About one-fifth of the students were taking instruction in the form of correspondence courses, night school, regular school or music at the time they were interviewed and a smaller number reported that they expected to take such instruction in the future. Could these findings be a further indication of the L.S.E. students' lack of interest in learning?

As a group, the L.S.E. students had a lower average self-concept score on a subscale of the IOX Self-Appraisal Inventory related to family than did the group of control students. Some data were collected about their families. The students tended to come from large families -- the average number of children was calculated as 4.9. Just over one-third of the students were not living with both parents and almost three-quarters of the students came from families whose socio-economic status was classified in the lowest or unranked categories of the Blishen Socio-Economic Index for occupations in Canada. In addition, approximately half of the students reported that they had had trouble with the police at least once and approximately one-third reported that they had been in juvenile court at least once. In spite of these family circumstances, the L.S.E. students, as a group, ranked the family as the most important thing in life in the same way that the control group did.

Given this information about the L.S.E. students' families, one might assume that some students left school because of difficult family circumstances and this is supported by the data in this report. Two reasons for leaving school which, together, a considerable number of students gave were (1) financial (family or personal), and (2) problems/troubles (family or personal).

When the students were asked what their parents (mother, father, or guardian) said about their wanting to leave school, 43% of the students reported that their parents agreed; 14% reported that they first disagreed then agreed; and 24% reported that their parents disagreed (although they were eventually persuaded to sign the L.S.E. contract). Thus parents more often went along with the students' desires to leave school than opposed the idea. There were a few cases where parents (mother, father, or guardian) supported or requested that their child leave school because they needed them to help at home or in a business.

The majority of the L.S.E. students reported that they still saw their school friends since leaving school and joining the L.S.E. program. Very few said that they no longer saw their school friends and, in addition, missed them. When the students were asked what their friends felt about their leaving school, more reported that their friends felt they should not leave school than reported that their friends agreed with their leaving. In fact, the students' friends were more likely to disagree with their leaving school than were their parents, teachers, guidance counsellors, principals, vice-principals or social workers. The L.S.E. students' average self-concept score on a subscale of the IOX Self-Appraisal Inventory related to peers was as high as the average score of the control group.

About one-quarter of the students gave "a desire to work" as their first, second or third reason for wanting to leave school. This study collected detailed data about the students' employment status, jobs and opinions about work.

Approximately 40% of the students were unemployed at the time they were interviewed and 14% of the students had never had a job.* Of the 40% who were unemployed at the time of the interview, almost half had been without a job for more than four weeks. Also, on the average, students had been unemployed 41% of the time after joining the L.S.E. program. It is interesting to compare these figures concerning unemployment with those found in a survey of all Toronto secondary students conducted by the Research Department in November, 1977 (Larter, FitzGerald & Friendly, 1978). The survey found that 78% of the Toronto secondary school students had wanted a job during the summer of 1977 - 46% of these had not had a summer job. The survey also found that 61% of the Toronto secondary students had looked for a part-time job at which they could work while going to school - 37% of these had not had a part-time job.

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* Students were interviewed at various points in time after joining the L.S.E. program -- some were interviewed after a week and some after two years.

The students had held an average of 1.6 jobs each and approximately 70% of these jobs had lasted for 12 or fewer weeks (this figure applies to jobs the students had left and to jobs which the students had at the time of the interview).

The most frequent reason the students gave for being unemployed was "no jobs available."

The most frequent reason the students gave for leaving their jobs was "laid off/shortage of work/temporary employment/job ended/changed management/closed down."

Over 90% of the students said they would prefer working to being on welfare or unemployment.

The L.S.E. students ranked "job" in the fifth position on nine things important in their lives, whereas the control group ranked "job" in the seventh position.

Only 9% of the students had participated in a pre-employment or life-skills course.

The students had held a wide variety of different kinds of jobs, almost half of which paid less than $3.00 an hour and approximately 80% of which paid $150 a week or less. Approximately one-quarter of the jobs had under a 40 hour work week and approximately one-quarter had over a 40 hour work week. Some students who had worked overtime had not received overtime pay -- the definition of "overtime" was left to the students.

Many students reported that they would not be willing to do housecleaning, gardening, farm work, take-out food work and work outside in the winter time. On the other hand, many students said they would be willing to do full-time work, part-time work, shift work, factory work, general sales work and outside work in the summer time.

The students who had had a job talked positively about their last jobs which had either terminated or which they still held at the time of the interview. The majority of the students said:

(1) they liked the job (85%);
(2) they liked the job more than school (75%);
(3) they felt the job had made them feel better about their reasons for leaving school (83%);
(4) they felt more independent with the job (69%);
(5) they felt more mature with the job (61%); and,
(6) they felt the job had helped them prepare for the future (73%).

The students who were unemployed at the time of the interview seemed to have realistic expectations about getting a job. About half said they would be willing to take any kind of job or that they didn't know what kind of job they wanted; three-quarters said they would be willing to travel an hour or more to work, and over 90% said they expected to get under $4.00 an hour before deductions.

All the students in the sample were asked to describe the kind of work they expected to be doing at 20 years of age. Generally speaking, the students either had no particular goal in mind or saw themselves as doing work similar to the work they now had as L.S.E. students. One-third of the students said they did not know what kind of work they expected to be doing at age 20 and the six kinds of work most frequently mentioned by the other two-thirds of the students were:

(1) mechanic,
(2) secretary/receptionist,
(3) factory work,
(4) truck driver,
(5) construction work, and
(6) office work.

More of the L.S.E. students were male (62%) than female (38%). Responses to many of the questions were broken down according to sex and checked for statistical differences as compared to the responses of the entire sample of interviewed L.S.E. students. Almost no differences were found except the following for women:

(1) women had held statistically more *last* jobs which paid under $3.00 an hour than all students,
(2) women had held statistically fewer *last* jobs which paid more than $150 a week than all students,

and the following for men:

(1) men had held statistically fewer *last* jobs which paid under $3.00 an hour than all students,
(2) men had held statistically more *last* jobs which paid more than $150 a week than all students,
(3) men were statistically less likely to say they expected to get more education than all those who responded.

Just over half of the students said they were born in Canada and 32% said they were born in Portugal. Responses to many of the questions were broken down according to whether or not the students were born in Canada and checked for statistical differences as compared to the responses of the entire sample of interviewed L.S.E. students. Those students born in Canada were statistically:

(1) involved more times with the police,
(2) more often in juvenile court,
(3) less likely to have attended the Separate School System,
(4) less likely to say they wanted to leave school for financial reasons,
(5) less likely to have jobs with over a 40 hour work week,
(6) more likely to be unemployed at the time of the interview, and,
(7) more likely to have recommended the L.S.E. program to someone else

than all those who were interviewed and responded.

Statistically, those students not born in Canada:

(1) were involved fewer times with the police,

(2) were in juvenile court fewer times,

(3) had attended fewer schools since starting school,

(4) were more likely to have attended the Separate School System,

(5) were more likely to say they wanted to leave school because of financial reasons,

(6) were less likely to say they left school because they were "playing off/couldn't hack it/sleeping in,"

(7) were more likely to have had jobs with over a 40 hour work week,

(8) had more last jobs which paid more than $150 a week,

(9) had held fewer last jobs which has lasted for 12 or less weeks,

(10) were less likely to be unemployed at the time of the interview,

(11) were less likely to say the L.S.E. program was good, and,

(12) were less likely to have recommended the L.S.E. program to someone else

than all those who were interviewed and responded.

Finally, the students were asked to tell what they thought of the L.S.E. program and the people running the program. A large proportion of the L.S.E. students felt that the Leaving School Early Program was "good" and that the treatment they had received from the L.S.E. advisors was "good." A few students thought that a student placement centre would improve the program while another few suggested more help from or contact with the advisors. Just under one-quarter of the students had recommended the program to someone else. Approximately one-quarter of the students said that the L.S.E. program and/or the job had caused a change in their lives -- a wide variety of changes were described.

CHAPTER VIII

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APPENDIX A

LEAVING SCHOOL EARLY STUDENT QUESTIONNAIRE

Hello, my name is _________________________________, and I have been hired by the Toronto Board of Education to interview all the students in the L.S.E. program. This is a study in which L.S.E. students like yourself can express how they feel about school and about working. (Okay?) We hope that the study will help make things better in the schools and the L.S.E. program. Do you have about ½ hour to talk with me now?

No -- when would be more convenient?

Yes.

I want you to know that your own answers will be kept confidential so that you may say anything you wish. Your answers will not be given to the school or the L.S.E. advisors. However, all the students' answers will be summarized for a report and then the names will be destroyed when the study is finished. (Do you understand that?) After each question, I will need some time to write down your answers so they will be some pauses. Are you ready?

PART A

LEAVING SCHOOL EARLY STUDENT QUESTIONNAIRE

Name: ______________________________

I.D. Number _1 _ _ _ _ _6

1. Did you really want to leave school? _7

PROBE . 2. Could you tell me the reasons you had for leaving school?

____

____

____

____

____

____

3. Was "leaving school" your own idea? _8

4. (If no.) Whose idea was it?
(If yes.) Who agreed with the idea?

____

5. Why?

____

____

____

6. Who suggested the L.S.E. program to you?

____

____

7. We'd like to know what others said about your leaving school. Can you tell me what your parents said?

8. And, what did your teachers say?

9. And, what did the social worker say?

10. And, what did the school guidance counsellor say?

11. And, what did the principal or vice-principal say?

12. And, what did your friends say?

Now we are going to talk about your school and your schoolwork.

PROBE 13. Was there anything you liked about school? ___ 9

____

____

____

PROBE 14. Was there anything you disliked about school? ___ 10

____

____

____

15. What grade were you in? ___ 11 ___ 12

16.a If below grade nine, what kind of class were you in?

ordinary _____ special education _____ new Canadian _____

b Were you in level 1, 2, 3, 4 or 5 when you left school? ___ 13

17. Why did you go into that program (level of instruction)?

____

____

____

18. What did you like about that program (level of instruction)?

____

____

____

19. What did you dislike about that program (level of instruction)?

____

____

____

Now we want to talk about specific courses you were taking.

20. Which school courses (subjects) did you like most?

course: ______________________ 14 — 16
why: ______________________

course: ______________________ 17 — 19
why: ______________________
____

course: ______________________ 20 — 22
why: ______________________
____

course: ______________________ 23 — 25
why: ______________________
____

course: ______________________ 26 — 28
why: ______________________
____

course: ______________________ 29 — 31
why: ______________________
____

21. What school courses (subjects) did you dislike most?

course: ______________________ 32 — 34
why: ______________________
____

course: ______________________ 35 — 37
why: ______________________
____

course: ______________________ 38 — 40
why: ______________________
____

21.a) Which school courses (subjects) have helped or will help you get a job?

course: ______________________________ 41 — 43

why: ______________________________

____

course: ______________________________ 44 — 46

why: ______________________________

____

course: ______________________________ 47 — 49

why: ______________________________

____

22. Were there any courses (subjects) which you would have liked to have studied but were not offered at your school? 50

23. If yes, what were they?

course: ______________________________ 51 — 53

course: ______________________________ 54 — 55

course: ______________________________ 57 — 59

24. What changes do you feel would have made school more interesting for you?

____

____

____

25. What changes do you feel would have made school more helpful to you?

____

____

____

26. Did you tell anyone about what you felt should be changed? 60

27. If yes, who did you tell?

____

28. What was the result?

____

____

____

→29. If no, why didn't you tell anyone?

____

____

____

PART B

Now, I would like to talk about what you have been doing since you joined the L.S.E. program.

30. How many jobs have you had since you joined the L.S.E. program?

(If none, do questions 35-39 and skip to part C)

__ __
61 62

0 1 0
78 79 80

1 __ __ __ __ 6

31. Let's discuss your jobs. What did you do for your first job? How many weeks did it last? How many hours a week did you work? What was your rate of pay before deductions? What was your reason for leaving? (Continue for each of the last six jobs the student has held since joining L.S.E.)

Job	# weeks	Hours Per Week (on the average)	Rate of Pay ($ per hour before deductions)	Reason for Leaving
______	7 __ __	__ __ __	__ __ 16	______
______	17 __ __	__ __ __	__ __ 26	______
______	27 __ __	__ __ __	__ __ 36	______
______	37 __ __	__ __ __	__ __ 46	______
______	47 __ __	__ __ __	__ __ 56	______
______ (last job)	57 __ __	__ __ __	__ __ 66	______

__ __ __
67 68 69

Interviewer's Note

______

______

______

32. Did you ever work overtime on any of these jobs? ___ 70

33. If yes, did you receive overtime pay? ___ 71

34. Are you employed now?
(Check if the job is the last job listed above)
(If yes, skip to 39) ___ 72

↳ 35. If no, why are you not employed?

____

____

____

36. How many weeks have you been out of work? (Check) ___ 74 ___ 75

37. What kind(s) of job(s) are you looking for?

____

____

____

38.a What is the most amount of time you would be willing to travel to work? ___ 75 ___ ___ 77

____

0/78 1/79 1/80

___ 1 ___ ___ ___ ___ ___ 6

b What rate of pay do you expect to get? (Is that before deductions?) ___ 7 ___ ___ ___ 10

____

39. We are interested in the kinds of work you would do. Which of the following would you do?

part-time ___ 11

full-time ___ 12

outside in the summer time ___ 13

outside in the winter time ___ 14

farming ___ 15

shiftwork ___ 16

factory ___ 17

housecleaning 18

gardening 19

take-out foods 20

general sales 21

40. Did (do) you like your last or present job? 22

41. Did (do) you like that job more than school? 23

TURN BACK

42. At the beginning you told me that you wanted
to leave school because (refer to question 2).
Do you feel that having a job has made you
feel better about (refer to question 2) 24

PROBE 43. How? / Why not?

44. Has the job or L.S.E. program caused
any changes in your life (for example your relationship
with your parents or friends)?

45. Did (do) you feel independent with that job (for example,
if you had a curfew, do you still have it?) 25

46. How? / Why not?

47. Do you feel that the job has affected
your maturity? 26

48. How? / Why not?

Let's talk about some of the people you work with. We know everyone has likes and dislikes. First,

49. What did (do) you like about your last or present boss?

____

____

____

50. What did (do) you dislike about your last or present boss?

____

____

____

51. What did (do) you like about the other people at work?

____

____

____

52. What did (do) you dislike about the other people at work?

____

____

____

53. Do you think that your job(s) have helped you prepare for the future? ___ 27

54. How? / Why not?

____

____

____

PART C

55. What do you think is the most important thing in life?

____

____

____

56. Do you think a (your) job(s) will help (helped) you get this? ___ 28

57. Do you think more education will help you get this? ___ 29

No 58. Do you expect to get more education. ___ 30

59. What kind? ______________________________

60. How much? ______________________________ ___ 31 ___ 32

____

61. When? ______________________________ ___ 33 ___ 34

____

→ 62. What kind of work do you expect to being doing at age 20?

____

____

____

63. If you had a choice between being on welfare and/or unemployment and working, which would you prefer?

____

64. Why?

____

____

____

____

65. Do you still see your school friends? 35

66. If no, do you miss them? 36

67. How many schools have you attended since you started school? 37 38

68. How many schools have you attended outside Metro Toronto since you started school? 39 40

69. Have you ever attended the Separate School System? 41

70. Do you feel you would be welcome at your last school if you wanted to

    a) go back to regular classes? 42

    b) drop around just to see people? 43

71. Do you now take any instruction, e.g., music, recreational activities, correspondence courses? 44

72. If yes, what is it?

    ____

73. Do you plan to take anything (else) in the future? 45

74. In what?

    ____

75. Have you taken any pre-employment or life skills programs since starting the L.S.E. program? 46

76. If yes, what did you think of it?

    ____

    ____

    ____

77. How many older brothers and sisters do you have? 47 48

78. How many younger brothers and sisters do you have? ___ ___ 49 50

Now I would like to talk about the L.S.E. program.

79. Do you think the L.S.E. program is a good program? ___ 51

80. How could it be a better program?

____

____

81. Have you recommended the program to anyone else? ___ 52

82. How have you been treated by people running the L.S.E. program?

____

____

PROBE 83. Is there anything more you'd like to say about the L.S.E. program?

____

____

____

____

The last two questions are optional. You do not have to answer them. However, we would greatly appreciate having you answer them.

84. How many times have you had problems with the police? ___ ___ 53 54

85. How many times have you been in juvenile court? ___ ___ 55 56

This is the end of the interview. I'd like to thank you for your co-operation and wish you luck for the future. $\frac{0}{78}$ $\frac{1}{79}$ $\frac{2}{80}$

Interviewers Comments

____

____

____

____

EVERY STUDENT SURVEY DATA

1 ___ ___ ___ ___ 6

Were you born in Canada? Yes ___ What province? ______________

No ___ What country? ______________

9 ___ 11

Was English the first language you learned to speak? Yes ___ No ___

14

If you answered "No," what language
did you learn to speak first? ______________________________

Did you learn to speak English and another
language at the same time? Yes ___ No ___

15 16

If you answered "Yes," what
was the other language? ______________________________

Are both parents alive and living with you? (check one) Both ___

Only Mother ___

Only Father ___

Neither ___

18

What is your father's job now? ______________________________

What is your mother's job now? ______________________________

19 20

If neither parent lives with you, what is the
job of the head of the household where you live?

____

21 22

0 1 3
78 79 80

APPENDIX B

STUDENT IDENTIFICATION FILE CARD

L.S.E. Students

______________ / ______________ LAST NAME GIVEN NAME

__ __ __ - __ __ __ __ Telephone Number

______________ Street

__ __ __ __ __ __ Student I.D. Number

______________ Apartment Number

______________ Postal Code

__ __ / __ __ / __ __ Year Month Day

Date of Admission to L.S.E. Program

Can this student be interviewed in English?
yes ☐ no ☐
If "no", what language?
____

______________ School Last Attended

______ Area

FOR OFFICE USE ONLY

Dates of Contact: __ __ / __ __ / __ __
__ __ / __ __ / __ __
__ __ / __ __ / __ __

__ __ / __ __ / __ __ Interview Completed

APPENDIX C

FOLLOW-UP LETTER SENT TO L.S.E. STUDENTS WHO COULD NOT BE REACHED BY TELEPHONE WITH ATTACHED INTERVIEWERS' CARD

THE BOARD OF EDUCATION FOR THE CITY OF TORONTO
155 College Street, Toronto M5T 1P6, Canada, 598-4931 392

L.S.E. RESEARCH STUDY

INTERVIEWERS

Ms. Vivienne Young Ms. Sonia Da Silva

We will be calling you, or call us at: 598-4898
Monday to Thursday 5 p.m. to 9 p.m.

The Toronto Board of Education

Hello --

I am writing you because we have been unable to reach you by telephone. We are calling all the students who have been on the Leaving School Early program. We would like to ask you some questions and hear your opinions about school, and the L.S.E. program. It is important to us that everyone have an opportunity to be a part of this research study. Please call one of the interviewers at your convenience.

Sincerely,

Gary Eason

Gary Eason
Research Assistant

/lt

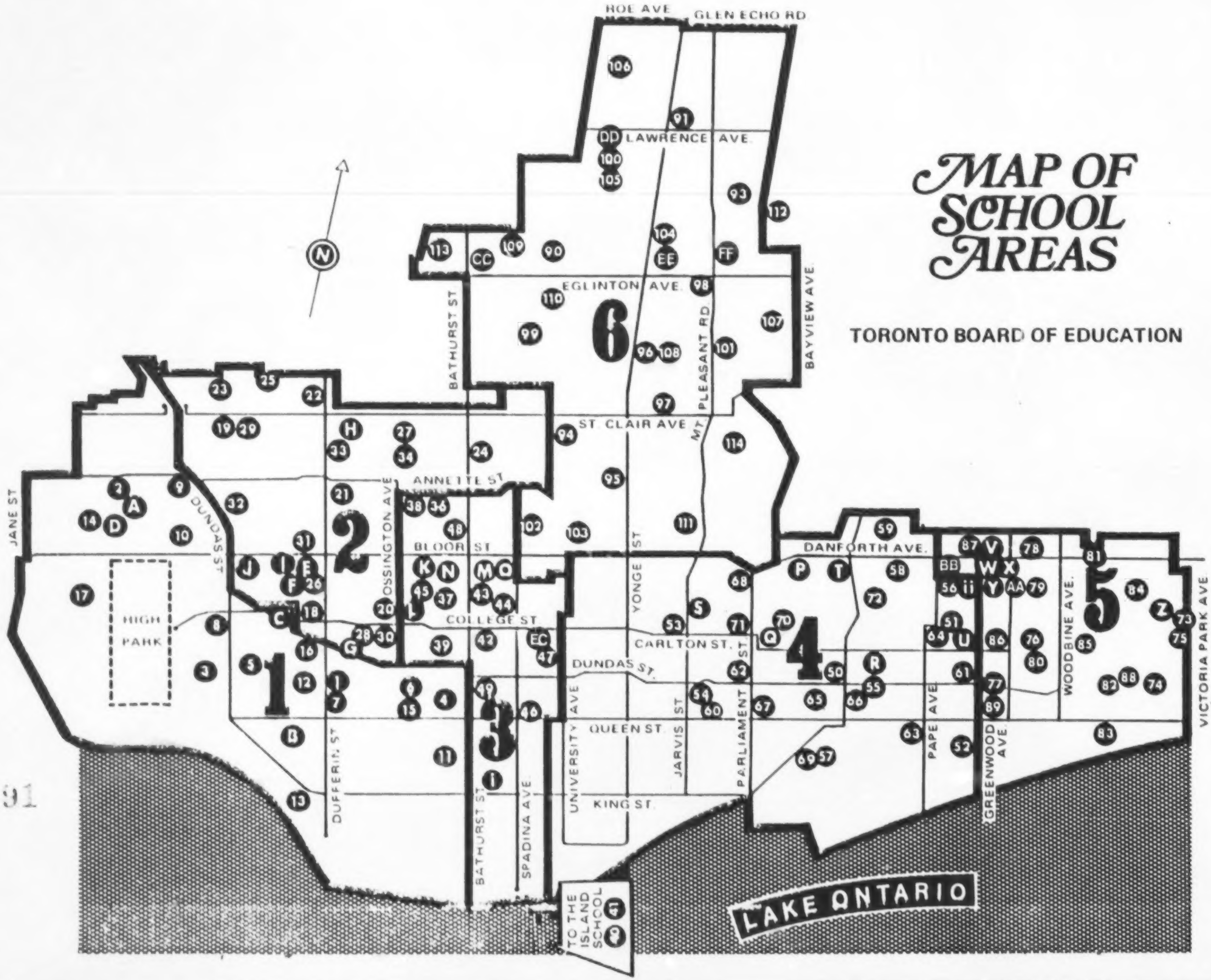
Duncan Green, Director of Education / Edward N. McKeown, Associate Director of Education
Mitchell Lennox, Superintendent of Professional Services / Donald G. Rutledge, Superintendent of Curriculum & Program
Helen I. Sissons, Superintendent of Personnel / Harry G. Facey, Comptroller of Buildings and Plant David S. Paton, Comptroller of Finance

APPENDIX D

MAP OF SCHOOL ADMINISTRATIVE AREAS

MAP OF SCHOOL AREAS

TORONTO BOARD OF EDUCATION



ROE AVE
GLEN ECHO RD
LAWRENCE AVE.
EGLINTON AVE.
ST. CLAIR AVE
ANNETTE ST
BLOOR ST
DANFORTH AVE.
COLLEGE ST
CARLTON ST.
DUNDAS ST.
QUEEN ST.
KING ST.
JANE ST
DUNDAS ST
HIGH PARK
DUFFERIN ST
OSSINGTON AVE
BATHURST ST
SPADINA AVE.
UNIVERSITY AVE
YONGE ST
MT. PLEASANT RD.
BAYVIEW AVE
JARVIS ST
PARLIAMENT ST
PAPE AVE
GREENWOOD AVE
WOODBINE AVE.
VICTORIA PARK AVE
TO THE ISLAND SCHOOL
LAKE ONTARIO
N
1
2
3
4
5
6

APPENDIX E

TABLES A AND B

APPENDIX E

TABLE A

EMPLOYMENT INFORMATION FOR L.S.E. STUDENTS

Student	No. of Weeks on Program	No. of Jobs	No. of Weeks Employed	No. of Weeks Unemployed	Per Cent of Time Unemployed
1	1	1	1	0	0%
2	1	1	1	0	0%
3	1	1	1	0	0%
4	1	1	1	0	0%
5	1	1	1	0	0%
6	1	1	1	0	0%
7	1	1	1	0	0%
8	1	1	1	0	0%
9	1	1	1	0	0%
10	1	1	1	0	0%
11	1	1	1	0	0%
12	1	1	1	0	0%
13	1	1	1	0	0%
14	1	1	1	0	0%
15	1	1	1	0	0%
16	1	1	1	0	0%
17	1	1	1	0	0%
18	1	1	1	0	0%
19	1	1	1	0	0%
20	1	1	1	0	0%
21	1	1	1	0	0%
22	1	1	1	0	0%
23	1	1	1	0	0%
24	1	1	1	0	0%
25	1	1	1	0	0%
26	1	1	1	0	0%
27	1	1	1	0	0%
28	1	1	1	0	0%
29	1	1	1	0	0%
30	1	1	1	0	0%
31	1	1	1	0	0%
32	1	1	1	0	0%
33	1	1	1	0	0%
34	1	0	0	1	100%
35	1	0	0	1	100%
36	1	0	0	1	100%
37	1	0	0	1	100%
38	1	0	0	1	100%
39	1	0	0	1	100%
40	1	0	0	1	100%
41	1	0	0	1	100%
42	1	0	0	1	100%
43	1	0	0	1	100%
44	1	0	0	1	100%
45	1	0	0	1	100%
46	1	0	0	1	100%
47	1	0	0	1	100%
48	1	0	0	1	100%
49	1	0	0	1	100%
50	1	0	0	1	100%

TABLE A (continued)

Student	No. of Weeks on Program	No. of Jobs	No. of Weeks Employed	No. of Weeks Unemployed	Per Cent of Time Unemployed
51	1	0	0	1	100%
52	1	0	0	1	100%
53	1	0	0	1	100%
54	1	0	0	1	100%
55	1	0	0	1	100%
56	2	1	2	0	0%
57	2	1	2	0	0%
58	2	1	2	0	0%
59	2	1	2	0	0%
60	2	1	2	0	0%
61	2	1	2	0	0%
62	2	1	2	0	0%
63	2	1	2	0	0%
64	2	1	2	0	0%
65	2	1	2	0	0%
66	2	1	2	0	0%
67	2	2	2	0	0%
68	2	1	1	1	50%
69	2	1	1	1	50%
70	2	0	0	2	100%
71	2	0	0	2	100%
72	2	0	0	2	100%
73	2	0	0	2	100%
74	2	0	0	2	100%
75	2	0	0	2	100%
76	2	0	0	2	100%
77	2	0	0	2	100%
78	2	0	0	2	100%
79	2	0	0	2	100%
80	2	0	0	2	100%
81	2	0	0	2	100%
82	3	2	3	0	0%
83	3	1	3	0	0%
84	3	1	3	0	0%
85	3	1	3	0	0%
86	3	3	3	0	0%
87	3	1	3	0	0%
88	3	1	3	0	0%
89	3	1	2	1	33%
90	3	1	1	2	66%
91	3	1	1	2	66%
92	3	0	0	3	100%
93	3	0	0	3	100%
94	3	0	0	3	100%
95	3	0	0	3	100%
96	3	0	0	3	100%
97	4	1	4	0	0%
98	4	1	4	0	0%
99	4	1	4	0	0%
100	4	1	4	0	0%
101	4	1	2	2	50%
102	4	1	2	2	50%
103	4	2	2	2	50%

TABLE A (continued)

Student	No. of Weeks on Program	No. of Jobs	No. of Weeks Employed	No. of Weeks Unemployed	Per Cent of Time Unemployed
104	4	0	0	4	100%
105	4	0	0	4	100%
106	4	0	0	4	100%
107	5	1	5	0	0%
108	5	1	5	0	0%
109	5	1	5	0	0%
110	5	1	5	0	0%
111	5	1	4	1	20%
112	5	1	4	1	20%
113	5	1	4	1	20%
114	5	1	2	3	60%
115	5	1	1	4	80%
116	5	1	1	4	80%
117	5	0	0	5	100%
118	5	0	0	5	100%
119	6	1	6	0	0%
120	6	1	6	0	0%
121	6	1	6	0	0%
122	6	1	6	0	0%
123	6	3	6	0	0%
124	6	1	4	2	33%
125	6	1	2	4	66%
126	6	0	0	6	100%
127	6	0	0	6	100%
128	7	1	7	0	0%
129	7	1	7	0	0%
130	8	3	8	0	0%
131	8	2	8	0	0%
132	8	1	3	5	63%
133	8	1	2	6	75%
134	9	2	9	0	0%
135	10	2	10	0	0%
136	11	1	11	0	0%
137	11	2	8	3	27%
138	11	2	4	7	64%
139	11	0	0	11	100%
140	13	1	12	1	8%
141	13	3	10	3	23%
142	14	1	14	0	0%
143	14	2	2	12	86%
144	15	3	11	4	27%
145	16	1	16	0	0%
146	16	1	8	8	50%
147	16	1	4	12	75%
148	17	1	17	0	0%
149	17	1	17	0	0%
150	17	1	17	0	0%
151	17	1	17	0	0%
152	17	1	15	2	12%
153	17	3	11	4	24%
154	17	1	12	5	29%
155	17	1	9	8	47%
156	17	3	9	3	47%

TABLE A (continued)

Student	No. of Weeks on Program	No. of Jobs	No. of Weeks Employed	No. of Weeks Unemployed	Per Cent of Time Unemployed
157	17	2	8	9	53%
158	17	2	8	9	53%
159	17	1	4	13	76%
160	17	1	2	15	88%
161	17	0	0	17	100%
162	17	0	0	17	100%
163	18	2	18	0	0%
164	18	1	18	0	0%
165	18	2	10	8	44%
166	18	1	3	15	83%
167	18	1	1	17	94%
168	19	2	19	0	0%
169	19	1	19	0	0%
170	19	1	19	0	0%
171	19	1	19	0	0%
172	19	3	19	0	0%
173	19	1	14	5	26%
174	19	3	10	9	47%
175	19	2	7	12	63%
176	19	2	5	14	74%
177	19	3	4	15	79%
178	20	3	20	0	0%
179	20	2	20	0	0%
180	20	1	18	2	10%
181	20	1	18	2	10%
182	20	2	16	4	20%
183	20	2	10	10	50%
184	20	1	10	10	50%
185	20	1	6	14	70%
186	20	1	3	17	85%
187	20	2	3	17	85%
188	20	1	2	18	90%
189	21	1	21	0	0%
190	21	1	21	0	0%
191	21	2	21	0	0%
192	21	1	21	0	0%
193	21	1	4	17	81%
194	22	1	22	0	0%
195	22	1	22	0	0%
196	22	2	22	0	0%
197	22	1	22	0	0%
198	22	4	20	2	9%
199	22	2	16	6	27%
200	22	3	14	8	36%
201	22	2	13	9	41%
202	22	1	12	10	45%
203	22	2	9	13	59%
204	22	2	8	14	64%
205	22	2	6	16	73%
206	22	1	5	17	77%
207	22	1	4	18	80%
208	22	3	4	18	82%
209	22	1	2	20	95%

TABLE A (continued)

Student	No. of Weeks on Program	No. of Jobs	No. of Weeks Employed	No. of Weeks Unemployed	Per Cent of Time Unemployed
210	23	2	23	0	0%
211	23	2	23	0	0%
212	23	2	5	18	78%
213	24	2	24	0	0%
214	24	2	24	0	0%
215	24	1	24	0	0%
216	24	2	24	0	0%
217	24	1	24	0	0%
218	24	1	12	12	50%
219	24	2	9	15	63%
220	25	2	25	0	0%
221	25	1	16	9	36%
222	25	2	10	15	60%
223	25	2	8	17	68%
224	25	1	4	19	76%
225	25	1	4	21	84%
226	25	1	1	24	96%
227	26	1	26	0	0%
228	26	3	24	2	8%
229	26	2	19	7	27%
230	26	1	16	8	31%
231	26	2	17	9	35%
232	26	2	16	10	38%
233	26	2	5	21	81%
234	26	1	4	22	85%
235	26	2	2	24	92%
236	26	1	1	25	96%
237	26	0	0	26	100%
238	26	0	0	26	100%
239	27	2	19	8	30%
240	27	1	15	12	44%
241	27	1	12	15	56%
242	28	1	28	0	0%
243	28	1	28	0	0%
244	28	1	24	4	14%
245	28	1	8	20	71%
246	28	0	0	28	100%
247	29	2	29	0	0%
248	29	1	20	0	0%
249	29	1	22	7	24%
250	29	3	19	10	34%
251	29	2	18	11	38%
252	30	1	30	0	0%
253	30	1	30	0	0%
254	30	2	30	0	0%
255	30	4	30	0	0%
256	30	1	28	2	7%
257	30	2	24	6	20%
258	30	4	23	7	23%
259	30	2	20	10	33%
260	30	4	14	16	53%
261	30	3	11	19	63%
262	30	2	10	20	66%

TABLE A (continued)

Student	No. of Weeks on Program	No. of Jobs	No. of Weeks Employed	No. of Weeks Unemployed	Per Cent of Time Unemployed
263	30	2	10	20	66%
264	30	2	3	27	90%
265	30	2	3	28	90%
266	30	0	0	30	100%
267	31	1	12	19	61%
268	31	2	3	28	90%
269	31	1	1	30	97%
270	32	1	32	0	0%
271	32	4	28	4	13%
272	32	0	0	32	100%
273	33	3	33	0	0%
274	33	2	33	0	0%
275	33	1	17	16	48%
276	33	2	6	27	82%
277	35	3	35	0	0%
278	35	1	35	0	0%
279	35	1	35	0	0%
280	35	1	32	3	9%
281	35	3	31	4	11%
282	35	2	28	7	20%
283	35	3	5	30	86%
284	35	2	2	33	94%
285	35	0	0	35	100%
286	36	4	18	18	50%
287	36	1	4	32	89%
288	37	1	37	0	0%
289	37	2	31	6	16%
290	37	2	27	10	27%
291	39	1	39	0	0%
292	39	2	39	0	0%
293	39	1	24	15	38%
294	39	1	2	37	95%
295	40	3	22	18	45%
296	41	4	41	0	0%
297	41	2	33	8	20%
298	41	2	4	37	90%
299	43	3	43	0	0%
300	43	4	43	0	0%
301	43	1	32	11	26%
302	43	1	3	40	93%
303	43	0	0	43	100%
304	44	2	44	0	0%
305	44	2	44	0	0%
306	44	2	44	0	0%
307	45	2	45	0	0%
308	45	4	45	0	0%
309	45	3	36	9	20%
310	47	1	47	0	0%
311	47	4	28	19	40%
312	47	1	2	45	96%
313	48	1	48	0	0%
314	48	2	48	0	0%
315	48	3	48	0	0%
316	49	1	49	0	0%

TABLE A (continued)

Student	No. of Weeks on Program	No. of Jobs	No. of Weeks Employed	No. of Weeks Unemployed	Per Cent of Time Unemployed
317	49	1	49	6	0%
318	49	3	38	11	22%
319	49	1	16	33	67%
320	49	1	8	41	34%
321	50	1	50	0	0%
322	50	1	50	0	0%
323	50	1	28	22	44%
324	50	1	6	44	88%
325	51	3	51	0	0%
326	51	4	51	0	0%
327	51	1	12	39	76%
328	51	1	12	39	76%
329	51	2	4	47	92%
330	52	0	0	52	100%
331	53	3	53	0	0%
332	53	1	8	45	85%
333	54	6	38	16	30%
334	54	1	12	42	78%
335	55	1	20	35	64%
336	55	2	11	44	80%
337	55	0	0	55	100%
338	56	4	56	0	0%
339	56	2	56	0	0%
340	56	2	56	0	0%
341	56	4	56	0	0%
342	56	3	56	0	0%
343	56	1	50	6	11%
344	56	1	40	16	29%
345	56	3	40	16	29%
346	56	1	16	40	71%
347	56	4	8	48	86%
348	58	1	52	6	10%
349	59	1	59	0	0%
350	61	2	5	55	90%
351	62	1	62	0	0%
352	63	1	63	0	0%
353	63	1	63	0	0%
354	65	3	65	0	0%
355	66	5	16	50	76%
356	66	1	1	65	98%
357	67	5	67	0	0%
358	67	2	32	35	52%
359	67	0	0	67	100%
360	70	2	15	55	79%
361	71	3	71	0	0%
362	71	7	50	21	30%
363	71	1	56	25	35%
364	71	2	12	59	83%
365	72	2	5	67	93%
366	73	2	60	13	18%
367	73	1	15	58	79%

TABLE A (continued)

Student	No. of Weeks on Program	No. of Jobs	No. of Weeks Employed	No. of Weeks Unemployed	Per Cent of Time Unemployed
368	76	2	25	51	67%
369	78	1	78	0	0%
370	78	0	0	78	100%
371	81	3	71	10	12%
372	82	1	82	0	0%
373	82	3	59	23	28%
374	82	3	6	76	93%
375	85	2	85	0	0%
376	85	2	85	0	0%
377	86	2	33	53	62%
378	87	2	84	3	3%
379	104	3	104	0	0%
380	104	2	80	24	23%
381	104	2	58	46	44%
382	104	3	30	74	71%
383	104	6	17	87	84%
384	incomplete information				
385	incomplete information				
386	incomplete information				
387	incomplete information				
388	incomplete information				
389	incomplete information				
390	incomplete information				
391	incomplete information				
392	incomplete information				

TABLE B

AN ANALYSIS OF LENGTH OF TIME ON THE L.S.E. PROGRAM BY LENGTH OF TIME EMPLOYED AND UNEMPLOYED

Number of Weeks on L.S.E. Program	Number of Students	Average Amount of Time Unemployed	Students Employed 100% of the Time		Students Unemployed 100% of the Time	
			Number	Per Cent	Number	Per Cent
1	55	40%	33	60%	22	40%
2 to 4	51	47%	23	45%	20	39%
5 to 15	38	33%	17	45%	5	13%
16 to 23	68	38%	24	35%	2	3%
24 to 33	64	42%	18	28%	4	6%
34 to 52	54	49%	24	44%	3	6%
53 to 104	53	39%	18	34%	3	6%
Incomplete Data	9	--	--	--	--	--
TOTAL	392	41%	157	40%	59	15%

APPENDIX F

INSTRUMENT FOR RANKING NINE THINGS OFTEN CONSIDERED IMPORTANT IN LIFE

DIRECTIONS

THERE ARE MANY DIFFERENT THINGS WHICH PEOPLE FEEL ARE IMPORTANT IN LIFE.

IN THE ENVELOPE THERE ARE STICK-ON LABELS WHICH NAME NINE OF THESE THINGS.

FIRST - WRITE ON THE LABELS YOUR MEANING FOR EACH OF THE NINE WORDS.

SECOND - SPREAD THE LABELS OUT ON THE TABLE AND DECIDE WHICH THING IS MOST IMPORTANT IN YOUR LIFE, 2ND MOST IMPORTANT IN YOUR LIFE, 3RD MOST IMPORTANT, 4TH MOST IMPORTANT, ETC.

THIRD - WHEN YOU HAVE DECIDED FOR ALL NINE THINGS, STICK THE LABELS IN THE RIGHT ORDER ON THE SPACES ON THE NEXT PAGE. (THE BACK OF THE LABELS CAN BE REMOVED BY FOLDING AND PEELING AT THE BLACK LINES.)

FOURTH - WRITE YOUR NAME ON THE TOP RIGHT HAND SIDE OF THE ANSWER SHEET IN THE SPACE PROVIDED.

FIFTH - FOLD YOUR COMPLETED ANSWER SHEET AT THE POINTS MARKED.

THANK YOU.

1 _ _ _ _ _ 6

THIS IS MOST IMPORTANT IN MY LIFE _ _ _ _

NAME: ____________

THIS IS 2nd _ _ _ _

THIS IS 3rd _ _ _ _

fold

THIS IS 4th _ _ _ _

THIS IS 5th _ _ _ _

THIS IS 6th _ _ _ _

fold

THIS IS 7th _ _ _ _

THIS IS 8th _ _ _ _

THIS IS 9th _ _ _ _

0 / 78 1 6 / 80

STICK-ON LABELS

LOVE: To me this means - ____________________

PLEASURE: To me this means - ____________________

MONEY: To me this means - ____________________

EDUCATION: To me this means - ____________________

FAMILY: To me this means - ____________________

FREEDOM: To me this means - ____________________

HAPPINESS: To me this means - ____________________

HEALTH: To me this means - ____________________

JOB: To me this means - ____________________

APPENDIX G

IOX SELF-APPRAISAL INVENTORY

NAME: ______________________________

DIRECTIONS:

ON THE FOLLOWING PAGES ARE A SERIES OF STATEMENTS PEOPLE SOMETIMES USE TO DESCRIBE THEMSELVES. PLEASE READ EACH STATEMENT CAREFULLY AND DECIDE WHETHER OR NOT IT IS TRUE FOR YOU.

IF YOU THINK A STATEMENT IS TRUE FOR YOU, CHECK THE TRUE SQUARE.

IF YOU THINK A STATEMENT IS NOT TRUE FOR YOU, CHECK THE NOT TRUE SQUARE.

THERE ARE NO RIGHT OR WRONG ANSWERS, SO RESPOND TO EACH STATEMENT AS HONESTLY AS YOU CAN.

	TRUE	NOT TRUE	
1. I LIKE TO MEET NEW PEOPLE.			11
2. I CAN DISAGREE WITH MY FAMILY.			
3. SCHOOLWORK IS FAIRLY EASY FOR ME.			
4. I AM SATISFIED TO BE JUST WHAT I AM.			
5. I WISH I GOT ALONG BETTER WITH OTHER KIDS.			
6. I OFTEN GET IN TROUBLE AT HOME.			
7. I USUALLY LIKE MY TEACHERS.			
8. I AM A CHEERFUL PERSON.			
9. OTHER KIDS ARE OFTEN MEAN TO ME.			
10. I DO MY SHARE OF WORK AT HOME.			
11. I OFTEN FEEL UPSET IN SCHOOL.			
12. I OFTEN LET OTHER KIDS HAVE THEIR WAY.			
13. MOST KIDS HAVE FEWER FRIENDS THAN I DO.			
14. NO ONE PAYS MUCH ATTENTION TO ME AT HOME.			
15. I CAN ALWAYS GET GOOD GRADES IF I WANT TO.			
16. I CAN ALWAYS BE TRUSTED.			
17. I AM EASY TO LIKE.			
18. THERE ARE TIMES WHEN I WOULD LIKE TO LEAVE HOME.			
19. I FORGET MOST OF WHAT I LEARN.			
20. I AM POPULAR WITH KIDS MY OWN AGE.			
21. I AM POPULAR WITH GIRLS.			
22. MY FAMILY IS GLAD WHEN I DO THINGS WITH THEM.			
23. I OFTEN VOLUNTEER IN SCHOOL.			
24. I AM A HAPPY PERSON			34

	TRUE	NOT TRUE	
25. I AM LONELY VERY OFTEN.			35
26. MY FAMILY RESPECTS MY IDEAS.			
27. I AM A GOOD STUDENT.			
28. I OFTEN DO THINGS THAT I'M SORRY FOR LATER.			
29. OLDER KIDS DO NOT LIKE ME.			
30. I BEHAVE BADLY AT HOME.			
31. I OFTEN GET DISCOURAGED IN SCHOOL.			
32. I WISH I WERE YOUNGER.			
33. I AM ALWAYS FRIENDLY TOWARD OTHER PEOPLE.			
34. I USUALLY TREAT MY FAMILY AS WELL AS I SHOULD.			
35. MY TEACHER MAKES ME FEEL I AM NOT GOOD ENOUGH.			
36. I ALWAYS LIKE BEING THE WAY I AM.			
37. MOST PEOPLE ARE MUCH BETTER LIKED THAN I AM.			
38. I CAUSE TROUBLE TO MY FAMILY.			
39. I AM SLOW IN FINISHING MY SCHOOL WORK.			
40. I AM OFTEN UNHAPPY.			
41. I AM POPULAR WITH BOYS.			
42. I KNOW WHAT IS EXPECTED OF ME AT HOME.			
43. I CAN GIVE A GOOD REPORT IN FRONT OF THE CLASS.			
44. I AM NOT AS NICE LOOKING AS MOST PEOPLE.			
45. I DON'T HAVE MANY FRIENDS.			
46. I SOMETIMES ARGUE WITH MY FAMILY.			56

0 1 4
79 80

1 6

	TRUE	NOT TRUE	
47. I AM PROUD OF MY SCHOOL WORK.			7
48. IF I HAVE SOMETHING TO SAY, I USUALLY SAY IT.			
49. I AM AMONG THE LAST TO BE CHOSEN FOR TEAMS.			
50. I FEEL THAT MY FAMILY ALWAYS TRUSTS ME.			
51. I AM A GOOD READER.			
52. I DON'T WORRY MUCH.			
53. IT IS HARD FOR ME TO MAKE FRIENDS.			
54. MY FAMILY WOULD HELP ME IN ANY KIND OF TROUBLE.			
55. I AM NOT DOING AS WELL IN SCHOOL AS I WOULD LIKE TO.			
56. I HAVE A LOT OF SELF CONTROL.			
57. FRIENDS USUALLY FOLLOW MY IDEAS.			
58. MY FAMILY UNDERSTANDS ME.			
59. I FIND IT HARD TO TALK IN FRONT OF THE CLASS.			
60. I OFTEN FEEL ASHAMED OF MYSELF.			
61. I WISH I HAD MORE CLOSE FRIENDS.			
62. MY FAMILY OFTEN EXPECTS TOO MUCH OF ME.			
63. I AM GOOD IN MY SCHOOL WORK.			
64. I AM A GOOD PERSON.			
65. SOMETIMES I AM HARD TO BE FRIENDLY WITH.			
66. I GET UPSET EASILY AT HOME.			
67. I LIKE TO BE CALLED ON IN CLASS.			
68. I WISH I WERE A DIFFERENT PERSON.			
69. I AM FUN TO BE WITH.			
70. I AM AN IMPORTANT PERSON TO MY FAMILY.			
71. MY CLASSMATES THINK I AM A GOOD STUDENT.			
72. I AM SURE OF MYSELF.			32

	TRUE	NOT TRUE	
73. OFTEN I DON'T LIKE TO BE WITH OTHER KIDS.			33
74. MY FAMILY AND I HAVE A LOT OF FUN TOGETHER.			
75. I WOULD LIKE TO DROP OUT OF SCHOOL.			
76. I CAN ALWAYS TAKE CARE OF MYSELF.			
77. I WOULD RATHER BE WITH KIDS YOUNGER THAN I AM.			
78. MY FAMILY USUALLY CONSIDERS MY FEELINGS.			
79. I CAN DISAGREE WITH MY TEACHER.			
80. I CAN'T BE DEPENDED ON.			40

APPENDIX H

DESCRIPTION OF LEVELS OF DIFFICULTY OF PROGRAMS OFFERED IN THE SECONDARY SCHOOLS IN THE BOARD OF EDUCATION FOR THE CITY OF TORONTO

DESCRIPTION OF LEVELS OF DIFFICULTY OF PROGRAMS OFFERED IN THE SECONDARY SCHOOLS IN THE BOARD OF EDUCATION FOR THE CITY OF TORONTO*

Level 1 (Basic)

A very small number of students have severe learning difficulties and by age 14 are achieving at or below grade 2 standing. They are transferred from special programs in elementary schools to Level 1 programs in secondary schools.

Level 2 (Vocational)

A small number of students have various learning difficulties and at the time for leaving elementary school are achieving between grade 2 and grade 5. They are admitted in September of the calendar year in which they become 15, with the consent of their parents, to job-oriented programs. A very small number who are achieving close to a grade 5 level are admitted to occupational schools. A few graduates will qualify for community colleges or certain apprenticeship programs.

Level 3 (Occupational)

A larger number of students at the time for leaving elementary school are achieving between grade 5 and grade 7 but have not been promoted. They are admitted in September of the calendar year in which they become 15, with the consent of their parents, to one of the seven occupational schools across the *city*.

In the Level 3 programs, the emphasis is on preparing a student for job placement. Many students will enter employment or certain apprenticeship programs after two or three years of schooling. Others may complete a four year program, receive the Secondary School Graduation Diploma and perhaps continue their education at a community college; still others may transfer under certain conditions to a school offering a Level 4 program and complete the requirements for a Secondary School Graduation Diploma at that level. The majority will enter the work force.

Level 4 (General)

Students promoted from grade 8 with average grades, apply to take courses combining academic with Business, Commercial Art, Family Studies, or technical subjects.

When they graduate, after a minimum of four years, most will take jobs or obtain apprecenticeship or go on to community colleges.

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* As described in Programs in the Secondary Schools, 1978-79. Toronto: The Board of Education for the City of Toronto, 1978, pages 3-5.

Level 5 (Advanced)

Those promoted from grade 8 with above average grades will apply to take courses leading to university entrance after 5 years.

Level 6 (Enriched)

These are programs of a more demanding and challenging nature for students who wish to explore subjects in greater detail.